DOCUMENT RESUME

ED 406 524 CE 073 730

AUTHOR	Goins, L. Keith, Ed.
TITLE	Makin' It Happen with Business & Marketing Education. Annual Atlantic Coast Business & Marketing Education Conference Proceedings (13th, Raleigh, North Carolina, February 16-17, 1996). Volume 7.
INSTITUTION	East Carolina Univ., Greenville, NC. School of Education.
PUB DATE	Feb 96
NOTE	145p.; For the 1997 proceedings, see CE 073 731.
PUB TYPE	Collected Works - Proceedings (021) -- Reports - Research (143)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Business Education; *Classroom Techniques; Competency Based Education; Computer Software; Computer Uses in Education; Cooperative Education; Critical Thinking; Cultural Pluralism; Demography; Desktop Publishing; Discipline Problems; Distributive Education; *Education Work Relationship; Educational Change; *Educational Practices; Educational Quality; Educational Technology; Educational Trends; Flexible Scheduling; Foreign Countries; Global Approach; Higher Education; Information Literacy; Information Networks; Intermediate Grades; Interpersonal Competence; Keyboarding (Data Entry); *Marketing; Merchandising; Middle Schools; Multimedia Instruction; Office Occupations Education; Problem Solving; Professional Development; Secondary Education; Service Learning; Skill Development; Statewide Planning; Stress Management; Student Evaluation; Systems Approach; Teacher Education; Tech Prep; Telecommunications; Two Year Colleges
IDENTIFIERS	Florida; North Carolina

ABSTRACT

This proceedings includes the following papers: "Dealing with Discipline Problems in Schools" (Allen); "Developing Global Awareness" (Arnold); "Desktop Publishing Using WordPerfect 6.0 for Windows" (Broughton); "Learn and Earn" (Cauley); "Using the Computer to Teach Merchandising Math" (Clodfelter); "Schoolwide Network Makin' It Happen" (Crews); "Continuous Improvement Instruction for Business and Marketing Education" (Gaither); "Two Year Colleges" (Giovannini); "Alternative Scheduling in Marketing Education" (Greaven); "Makin' It Happen Using Portfolios as a Teaching Strategy" (Hall); "Tech-Prep Evaluation Helps Make It Happen for Us in Florida" (Hammons); "Peanut Butter and Jelly Sandwich" (Henson); "Diversity of Cultures in the Classroom" (Holsey, Asselin); "Perceptions by Secondary Lead Business and Office Education Instructors of the North Carolina Vocational Competency Achievement Tracking Systems (VoCATS)" (Jewell); "Managing Your Achilles' Heel" (Jones); "Real-World Telecommunications for Business and Marketing Education" (Joyner et al.); "Business Education Classroom Demographics and Segmentation" (Klayton); "Improving Interpersonal Skills through Cooperative Learning" (Anderton-Lewis, King); "Making Marketing Happen in the Middle Schools" (Love-Wilkes); "Creative and Critical Thinking Strategies for Participating in a Global Economy" (Luckey); "Enhancing the Entrepreneurial Skills of Business Education Students" (Luft); "Jazzy Presentations" (Lush, Alexander); "Successfully Navigating Communication Channels" (Lush,

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Thompson); "North Carolina JobReady System" (Martin); "Makin' Your Marketing Personality Work for You" (McPherson); "Project AIME: Academies of International Marketing Education" (O'Brien); "Information Overload or Information Literacy?" (Reaves); "Increase Revenue and Reduce Expenses Using Cross Marketing" (Ricci, Coe); "Trends for Business Education" (Robertson); "EMC Middle School Keyboarding" (Sherron); "Tricks of the Trade" (Skelton, Quesenberry); "Local Area Networks" (Stephens); "How to Do Business in Southeast Asia" (Swisher); "Making Quality Happen in Business and Marketing Education" (Swope, Wrisley); "Training and Development" (Truell); "Stress Management" (Truell); "You Can Make It Happen with Voice Recognition Technologies" (Wallace); "Makin' It Happen through Service Learning in Teacher Education" (Wells, Fischetti, Dittmer); "Developing and Projecting a Professional Business Image" (Wheatley); and "Connected in Business Education (Wilson). (MN)

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Makin' It Happen with Business & Marketing Education

The 13th Annual Atlantic Coast Business & Marketing Education Conference

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Makin' It Happen with Business & Marketing Education

Thirteenth Annual
Atlantic Coast
Business & Marketing Education
Conference Proceedings

Keith Goins, Ed. D.
Volume 7 Editor

February 16 & 17, 1996

The North Raleigh Hilton
Raleigh, North Carolina

Sponsored by

Department of

Business, Vocational, and Technical Education

East Carolina University
School of Education
Greenville, North Carolina 27858-4353

Faculty and Staff

Dr. Ivan Wallace, Professor and Chairperson

Dr. Vivian Arnold, Associate Professor
Dr. L. Keith Goins, Assistant Professor
Dr. Lilla Holsey, Associate Professor
Dr. Randy L. Joyner, Associate Professor
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Ms. Michelle Terry, Graduate Assistant

Ms. Helen De Puy, BVTE Student Worker
Ms. Nicole Frazier, BVTE Student Worker
Ms. Chavanda Perkins, BVTE Student Worker

EDITORIAL STATEMENT

The *Proceedings of the Thirteenth Atlantic Coast Business and Marketing Education Conference* are published by the Department of Business, Vocational, and Technical Education, School of Education, East Carolina University, Greenville, NC 27858-4353. The 1996 Conference was held on February 16-17, 1996 in Raleigh, North Carolina, with the theme of ***Makin' It Happen with Business & Marketing Education.***

Proceedings of the 1996 conference were reviewed prior to publication. Sincere thanks is expressed to the members of the review board who generously contributed their time and expertise to the review of the abstracts submitted. Without their conscientious review of the abstracts and their dedication, *Proceedings of the Thirteenth Annual Atlantic Coast Business and Marketing Education Conference* could not be published. The members of the 1996 review board were:

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BUSINESS, VOCATIONAL, & TECHNICAL EDUCATION
EAST CAROLINA UNIVERSITY
GREENVILLE, NC

A special thanks to extended to all of the authors who submitted abstracts to be considered for publication.

Special appreciation is due to Mr. Dac Austin, graduate assistant in the Department of Business, Vocational, and Technical Education and the English Department at East Carolina University, for his invaluable assistance in making the *Proceedings* a reality.

L. Keith Goins, Editor

THE THIRTEENTH ANNUAL
ATLANTIC COAST BUSINESS & MARKETING EDUCATION
CONFERENCE PROCEEDINGS

VOLUME 7

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DEALING WITH DISCIPLINE PROBLEMS IN SCHOOLS

Thomas R. Allen, Jr.
Appalachian State University

According to teachers who leave the profession, the number one reason is too many discipline problems. Since discipline problems are increasing in number as well as severity, action needs to be taken to address these problems.

Causes of Discipline Problems

There are many causes of discipline problems that originate outside the school setting. Among the most frequently mentioned causes are violence in society, effects of the media, the "me" generation, lack of a secure family environment, or different temperaments today.

Among the many discipline problems that originate within the school setting are student boredom, a feeling of powerlessness, unclear limits, lack of acceptable outlets for feelings, or attacks on dignity. Statistics indicate that ninety percent of discipline problems are teacher caused or teacher aggravated.

Rules for students

In order for students to understand and follow rules that teachers set for behavior, the rules must be written. They must be simple, clear, and fairly applied. Only rules that are necessary and widely accepted should be established.

Consequences for Breaking Rules

If rules are to be enforced, the consequences for breading them must be clear and specific. There must be a range of alternatives, which does not include punishments. The consequences must be natural and logical and must be directly related to the rule itself.

Research Results

Knowledge of the results of research in the area of student discipline can be very beneficial to teachers. Some helpful research results for the classroom teacher include the following:

1. Higher levels of corporal punishment lead to worse student behavior.

2. Praise for good work leads to better student behavior

3. Schools and classrooms that are decorated with posters and pictures generally have better behaved student.

4. A willingness to be available most of the time was found to be associated with better student behavior.

5. Generally, better behavior is evident when students are not left unattended.

6. The teacher should assign relevant home work to be used as a practice exercise with a purpose.

7. The teacher should always be prepared.

8. The teacher should maintain an even class schedule, starting on time, pacing the lesson, and ending on time.

9. Interact with the whole class and not just with individuals.

Rules of Teaching and Learning

If the work students are asked to do does not meet their needs, or if they do not care for the teacher, they will not do well. Also, if teachers do not teach in a satisfying manner, they will have to resort to some coercion in order to try to make students learn.

It is most important that *teachers expect quality and expect students to become part of a quality world.* Few people will expend the effort needed to do high quality work unless there is quality in what they are asked to do.

The reason that many students do not work hard in school is because it is not part of their quality world. Therefore, if we are to manage successfully, we must maintain a quality world for those we manage.

DEVELOPING GLOBAL AWARENESS

Vivian Arnold

East Carolina University

The importance of global education was stressed by President Bush in 1990 when he established six national educational goals to be met by the year 2000. One of these goals was that "every adult must be a skilled, literate worker and citizen, able to compete in a global economy." (Tifft, 1990, p. 54). This goal was an important departure for education in the United States since the focus of schools before that time had been on teaching the "American way" (Morrison and Morrison, 1991, p. 140).

Educators in the U.S. need to prepare students for a world that is now an international society: a world where the position of the United States has changed from that of dominance to the role of partner. For example, movement toward an international society is evident in terms of dependence on international exports, trade among nations, international corporate business ownership and operations, the number of American workers overseas, and consumable goods that are produced abroad and purchased by American consumers. Recently, the impact was felt in eastern North Carolina with the creation of the Global TransPark. Impact on industry, the competitive advantages offered by the Global TransPark, and the future of global competition were topics of the October 1995 Global TransPark Conference. The future is here.

Competencies Needed

All students must have a working knowledge of international issues and an understanding of world interdependence, but all students need not be international experts. The Policies Commission for Business and Economic Education (1989) developed competencies needed by students in international studies which included:

- Gain acceptance of other cultures
- Gain understandings of customs and values of other cultures
- Strengthen communication skills in international settings
- Seek knowledge into how geography impacts international understandings

Various sources (Scott, 1994; Patel, 1994 and others) indicate the following important global concepts and skills that are suitable to be incorporated into the business education curriculum:

- a knowledge of and sensitivity to foreign customs and culture
- a basic understanding of international economics, geography, and trade
- a knowledge of foreign business procedures
- a familiarity with export documents, finance, and legal procedures
- cross-cultural communication skills
- adaptation-to-change skills
- critical-thinking skills
- decision-making skills
- human-relations skills
- information-management skills
- leadership skills
- problem-solving skills

Many believe that the business education curricula at all levels are fertile ground for teaching international concepts and theories; in fact, Scott (1994) suggested that knowledge, skills, and attitudes concerning the international dimensions of business can be easily added to courses related to accounting, basic business, the keyboard, language, and marketing. Davis and Redmann (1991), Blockhus and Maxwell (1991) and others expanded the list of courses and topics where business teachers may incorporate international concepts and activities:

Courses

Innovative business educators can strengthen the relevancy of the curriculum by developing needed international knowledge, skills, and attitudes in all courses. To provide education and training with a global aspect, business educators need to infuse international concepts into accounting-related courses, basic business-related courses, keyboarding/computer-related courses, marketing-related courses, and communication/language-related courses.

Accounting-related courses

People buy, sell, and invest around the world; therefore, some understandings are necessary. Important topics might include balance sheets and income statements, studying foreign accounting systems and practices (Scott, 1994), working with foreign currency conversions (Bloom, 1990); and creating a partnership with a local business involved in international trade (Pipho, 1990; and Phillips, 1994).

Basic business-related courses

Business teachers need to relate global concepts into basic/general business, business principles and management, business law, finance, entrepreneurship, economics, and geography. Duff (1991) suggested such global topics as why international trade occurs, how American companies conduct international trade, how international trade is financed, and how nations restrict and encourage international trade. Blockhus and Maxwell (1991) suggested developing interdisciplinary courses or projects. Dlabay and Scott (1996) added topics on government and political influences on business, foreign exchange, legal agreements, labor

unions, and small business management for high school students.

Keyboarding-computer-related courses

Students need to possess computer knowledge and skills, information retrieval, international business procedures, and the skills necessary to format documents. In addition, students need the ability to adapt to changes which take place in technology. Students may learn through activities such as creating international documents, creating and accessing spreadsheets and databases, utilizing desktop publishing capabilities, and using interconnective applications such as electronic and voice mail, facsimile machines, and teleconferencing. Practical applications might include creating an itinerary for overseas business travel, applying the metric system to document preparation, accessing an interactive multimedia encyclopedia, and developing computer networks with schools in other countries (Jacobson and Huhra 1995).

Marketing-related courses

Units related to foreign markets, consumer problems, advertising and preparation of new advertising materials, salesmanship, and product/service distribution are additional ways to incorporate international content into marketing-related courses to make the curriculum more relevant. Study guides on global trade and/or tourist centers add to student interest (Bernardi, 1995).

Communication/language-related courses

Teachers can use correspondence from foreign countries obtained from local businesses or from correspondence from abroad via e-mail. Pen pals with classes in overseas schools are effective real-life learning experiences. Non-verbal communication and barriers to understanding are important skills and concepts. Interpreting reading assignments and improving listening skills add to students' knowledge (Hendrick, 1991). Understanding humor across cultures can often create interest in the classroom. Therefore, the implementation of classroom exercises that would help to eliminate the barriers of language and aid in student awareness are essential. International telephone calling and FAX transmittal as well as a global gift-giving activities can add to students' international awareness (Jacobson and Huhra, 1995).

All business-related courses

Experiencing various cultures through restaurants, museums, parades, art, music, movies, drama as well as student exchanges or international study tours are some activities which can be applied to any business-related course (Morrison and Morrison, 1991, and others). In addition, Davis and Redmann (1991) added role-playing/culture shock projects, case studies, critical incidents, guest speakers, sister-school relationships, electronic communication exercises, and audio-visual media presentations as examples of where international

content can be infused into all courses. Geography exercises such as international airport locations, the international date line, flag identification, map reading, climates, and population of countries also can expand students' knowledge (Dlabay and Scott, 1996).

Summary

The intensified competition of the global marketplace offers great challenges and unique opportunities for business educators and students. Pryor (1992, p. 399) summarized the challenges and opportunities when she wrote:

Global education has become increasingly important as the nations of the world have entered a global marketplace in which cross-cultural communication is essential to economic, political, and social survival.

Since business education courses stress economic understanding, use of new technologies, the integration of communication skills in all courses, an understanding of systems and procedures, and preparation for the workplace of today and tomorrow, "internationalizing" the curriculum seems appropriate. These new dimensions provide additional incentives to move immediately to incorporate global awareness into the business education classroom.

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DESKTOP PUBLISHING USING WORDPERFECT 6.0 FOR WINDOWS

Phyllis Broughton
Pitt Community College

You can never be too thin, too rich, or know too much about ***WordPerfect***. The better you know the program that you use every day to create documents, the easier your job will be to instruct others as well as yourself in becoming more proficient in ***WordPerfect***. Whether you have been using ***WordPerfect*** for two days or two years, there is always something that can be learned.

Desktop publishing is a means of creating documents that encourages the reader to read the information. Because our culture is swamped with so-called information--news, advertising, sales, and more,--our documents must catch the appeal of the reader and allure him or her to read our message. Communication in print is a complex process, blending the verbal with the visual, which includes: the intellect (what you are saying), the interpretation (how you are saying it), and the function (how the layout guides the viewer through the material).

By now you can type a letter or a memo, spell check it, and get it printed without much of a problem. But sometimes you want to do something a little different using ***WordPerfect***, but you do not have the time to fiddle around with the manual. This presentation includes a demonstration using fonts, working with columns, drawing lines and boxes, adding illustrations to the text, and developing multiple-page documents. Topics will include the following:

Marketing with Coupons

When customers see the dashed border of a coupon, they hear the three magic selling words: "save," "money," and "free." Everyone loves a bargain, and shoppers associate a coupon's dashed line with money in their pockets. Coupon design is used for flyers, as thank-you gifts, and direct mailing for marketing.

Paper Options

Choosing paper for your desktop projects can be a frustrating task. The variety of paper colors and textures now available for desktop printing is astounding. Your final desktop publishing projects should consider

the following aspects of paper: appearance, surface texture, and weight and size.

Borders and Rules

Today's audiences are increasingly design-conscious. Unless you are striving for a really conservative effect, it is best to avoid dull, overused borders, such as those created with the rounded-corner box drawing tool. Instead, you can appear to be more creative by using the following techniques: thin horizontal rules, single rule under title, vertical borders, bottom borders, virtual frames, and combinations. Once you start experimenting with rules and boxes, you will find it easy to use a combination of these elements to create simple and effective borders.

Choosing Typefaces

Even though there are more than 10,000 typefaces available for our computers, finding the perfect font for a particular job still seems to be a stressful task. Perhaps it is because we have 10,000 fonts to choose from that the task often becomes a burden. Characteristics to consider in making your selection include features that affect readability or legibility, emotional impact, how well they print on a page, etc. Typefaces to consider are serif, sans serif, script, and decorative.

Using Dingbats

Once in a while, you may find your document needs a little artistic life--something subtle, something different. Why not consider a dingbat? Dingbats are also known as ornaments and symbols.

Using Bullets Effectively

The bullet is the perfect device for the fast-paced 90's. Using dots, dingbats, or other pointers makes text easier to skim, easier to read, and easier to remember--helping you to communicate more effectively.

LEARN AND EARN: MAKIN' IT HAPPEN THROUGH COOPERATIVE EDUCATION

Mary M. Cauley
East Carolina University

Today, restructuring and re-engineering affect not only the corporate world, but also currently enrolled college students. Because of this reality, work experience prior to graduation is becoming more and more important in today's business environment. Jobs are more complex and more competitive today. Many jobs have been lost because of downsizing, rightsizing, and otherwise reducing the work force. For new college graduates, having work experience on their resumes helps to ensure that they will be hired. A recent survey conducted by Michigan State University revealed that the chances of obtaining a job improved when the applicant had career-related work experience. The report further indicated that 48 percent of the spring 1995 new hires had work experience.

Helen Oloroso, speaking for the Illinois Institute of Technology, noted that the use of co-op by employers and students is increasing dramatically. Oloroso further stated that for many companies, co-op is replacing traditional interviewing on campus. Addressing the attendees at the Illinois Association for Cooperative Education and Internships in January of 1996, Motorola and WMX Technologies representatives emphasized new recruiting and hiring initiatives. These companies announced plans to hire directly from their co-op programs, which will completely replace their campus recruiting activities within the next three years. (H. Oloroso, e-mail, January 26, 1996)

Diana Delker, Cooperative Education Director at Rensselaer Polytechnic Institute in New York, stated that employer utilization of co-op students has resulted in major increases in co-op hiring. According to Delker, 75 percent of IBM's full-time graduate hires have co-op experience. Other companies, such as GE and Coca-Cola, have greatly increased job opportunities for co-ops and intend to use co-op as their primary resource for recruiting from colleges in the future. Delker also noted that over 75 percent of the most recent college hires at

Pratt and Whitney in Hartford had co-op work experience. (D. Delker, e-mail, January 26, 1996)

Students who take advantage of cooperative education will be prepared for the job search following graduation. Three marketing education students at East Carolina University who will have a competitive edge on the job market next spring are Chad, Kristi, and Tristan. While in college, they have had a variety of work experiences in their major fields of study. For example, Chad worked in the marketing departments of a major telecommunications company, a giant poultry producing plant, and a brokerage firm. Kristi refined her marketing skills as an account executive for a broadcasting company, co-op ed for an insurance company, and worked in the marketing department of the student union at the university. Tristan, a sports enthusiast, spent last summer conducting direct sports promotions for a minor league baseball team. These experiences were varied and designed to meet the individual needs and interests of each student.

Cooperative education is often the answer to the questions college students ask most frequently: How can I learn about careers and job opportunities and how will I earn money for my college education? Students should not underestimate the benefits of gaining career-related work experience while they are still enrolled in school. Employers certainly are aware of the benefits of cooperative education work experience not only for students, but also for their own organizations. That awareness often is reflected in the fact that co-op students are hired more quickly following graduation than are those not participating in a co-op program. Also, co-op graduates' paychecks reflect this experience.

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USING THE COMPUTER TO TEACH MERCHANDISING MATH

Richard Clodfelter
University of South Carolina

Planning for a career in retailing requires that students develop effective merchandising skills, including merchandise knowledge, familiarity with markets and customers, and strong negotiating skills. Fundamental to their success as a professional, however, will be their facility with the computations that reflect the profit-driven dimension of business.

Mathematical and computational skills are crucial as students develop the planning strategies that will provide adequate quantities of merchandise for customers at prices which they are willing to pay.

Too often students are not comfortable working with numbers. Many times, the classes they have taken stressed only rote memorization of merchandising formulas. But, in today's workplace, merchandisers and buyers are working with numbers in entirely different ways. No longer are they performing tedious and repetitious calculations. Instead, professionals spend their time reading and interpreting computer printouts as well as constructing and using computerized spreadsheets that allow them to perform repetitive calculations quickly.

Today, it is almost inconceivable that anyone involved in merchandising does not have daily contact with a computer. Computers have become so affordable and essential that they are being used by small as well as larger retailers. By reducing the time needed to perform mathematical calculations, merchandisers and buyers are able to spend more time making sounder purchasing decisions which will favorably affect the store's operating efficiency and profitability.

Students must also realize that computers cannot solve all their problems. As a planning tool, the computer is only as effective as the person inputting information and instructions. If incorrect data are input into the computer, the results will be incorrect.

Buyers and merchandisers must possess a general knowledge of computers and how to manipulate data, especially through the use of spreadsheets. Most students probably have already taken a computer course, but did they learn specific applications related to retailing and marketing?

Too often, the answer is no. The use of computers and merchandising math concepts can easily be combined.

For the classroom teacher, the following procedures are suggested:

- In classroom lectures review the merchandising concept students are to learn.

- Present a sample problem for each concept and show each of the math calculations necessary to find a solution.

- Now have students use and design computerized spreadsheets to solve problems related to the merchandising concept. To start, have students use spreadsheet templates that have already been designed so all they have to do is enter data.

  Gradually, with other merchandising concepts, have students design all parts of the computerized spreadsheet.

By using such an approach, students should have a more genuine understanding of the math concepts used in merchandising, as well as becoming more familiar with computer operations. In addition, students will have available to them spreadsheet templates they can carry with them into a retailing career.

A SCHOOLWIDE NETWORK MAKIN' IT HAPPEN

Tena Crews

Walnut Grove Elementary, Suwanee, GA

With the help of funds from a 1993 School Bond Referendum, Gwinnett County Schools in Georgia are working to install schoolwide networks across the district. Walnut Grove Elementary School and Trickum Middle School are the two pilot schools for this project. The following describes the components as well as the advantages and disadvantages of the network.

Planning/Wiring

Conduit and cabling were installed in each location. This includes classrooms, workrooms, additional office installations, and gathering rooms (i.e., gymnasium and cafeteria). Each location received one or more drops including cabling between drops and "smart ports" (wall outlets which contain one or more cable connections).

Novell/10BASET

A Novell 3.12 system is used in these schoolwide networks. The basic cabling is 10BASET throughout the school building with fiber optics connecting the trailers (mobile classrooms) and gymnasium. RJ45 jacks were installed in each room to allow for connection between the classroom and lab workstations to the network system.

Hardware

A mixture of Macintosh Quadra 650s and Macintosh PowerMac 1600/60s were purchased for the schoolwide network. In addition, two labs consists of Macintosh LCIIs and LCIIIs. Four file servers were installed to perform the necessary file allocation services. The four servers include: Mail, CourseWare, Communication, and Administrative. The servers are all IBM and work in connection with the Macintosh computers in the classrooms and labs through the use of LAN Server Macintosh (LSM) and Netware for the Macintosh.

Training

A variety of topics was necessary to be included in the training of the students, teachers, and administrators. The first stage in training was to familiarize teachers with the new Macintosh PowerMacs and System 7.5 software. There was also a need for training to introduce the staff and students to the basic idea of networking and what it can do for them. Training was completed in a variety of ways such as closed circuit television, using a networked computer and an LCD panel, and training in a lab setting.

Printers

With the network setup, each school received nine total printers. They consist of LexMark, Apple LaserWriters, and Hewlett Packard printers. These printers were distributed throughout the school for teacher and student use. Walnut Grove also purchased, with local money, 33 Hewlett Packard 550 InkJet printers to provide every other classroom with a printer. Local Path software is being used to support those printers on the network.

E-mail

The electronic mail package utilized with the schoolwide network at Walnut Grove Elementary School is cc:Mail which is produced by Lotus. This allows the teachers to keep in close contact with each other and the administration and helps create a more paperless communication path in our school.

A schoolwide network is a complex undertaking. Many decisions must be contemplated and several aspects must be taken into consideration. A plan of action is a necessity before taking on the responsibility of a schoolwide network. However, this encompasses the work of many individuals. School and district personnel must communicate and evaluate the current technology system before entering into the idea of a schoolwide network. Simply, planning is essential, but communication across the board must be present.

The definite advantage of a schoolwide network is easy access for students and teachers to TNT (top notch technology). Creating a more disk- and paper-free environment is a result of a schoolwide network. The teachers and administrators easily envelope the notion of electronic mail. Memos having to be duplicated on paper are now an ancient idea. Front office personnel also promote this idea to reduce their work of distributing memos and other paper paraphernalia to each teacher's physical mailbox in the teacher workroom.

Communication and the sharing of lesson plans and ideas between teachers have skyrocketed through their use of cc:Mail. In the near future, each teacher will also have an InterNet address and access through the schoolwide network. This will further enhance the ability to communicate with each other and other teachers throughout the county, nation, and world. The students are elated when they can save their computer work into their personal folder and access it from any computer in the building. Future additions to the schoolwide network will allow them to even access data from home.

Of course, with any technological endeavor, there are disadvantages to the program. Hardware and software requirements are continually changing. Consequently, so are the training sessions for the teachers and students. However, most of the other problems with the schoolwide network may very well have been alleviated through additional planning and

communication on the front side of the project.

The implementation was slow and technical problems did occur. This is to be expected with any type of technological advance, especially of this nature. Printing always seems to be a downside to a network. However, training on the teachers end has eliminated many of the original problems that did occur.

Overall, it's great to be a part of an ever changing technological society within a school setting.

CONTINUOUS IMPROVEMENT INSTRUCTION FOR BUSINESS AND MARKETING EDUCATION

J. Martin Gaither

Pamilco Community College

Throughout their careers professional business and marketing educators desire to consistently improve their instructional performance. It is especially important to be good at what they do and keep getting better in order to meet the expectations of demanding outside consumers(students) and inside customers(supervisors and colleagues) As these groups, business and industry, and funding sources require increasing accountability, business and marketing instructors at any educational level cannot afford to guess how they are performing; they have to know!

Learning to benchmark is the key to tracking improvement. Prior to establishing individual improvement goals, instructors must assess themselves in all areas of instruction. This process in itself is time consuming and never ending, because as demands of the teaching position change, the teacher will called upon to excel in areas that have not formerly been considered part of teaching.

The first step in individual benchmarking is to make a list of characteristics and determine why each one is important to teaching performance. Since each school or college and its students have different requirements this list cannot be generic, rather it needs to be tailored to each instructor and subject. For instance *subject knowledge* would be assessed differently for each subject taught depending on the type of learning and/or skill students were expected to achieve in the course. An accounting instructor, for example, may discover he/she is excellent in presenting theory, but needs work in leading lab sessions.

Attitude toward teaching as a profession needs consistent assessment. As each person matures and changes, it is common for one to discover that classroom teaching is no longer the profession where he/she needs to spend most waking hours. Since most educators in North Carolina are striving to reach thirty years of service, it is beneficial to frequently ask, "Am I doing what I want to be doing with the next five, fifteen, or twenty years?"

Technology in education is an area which leads to techno-stress in instructors. Well-meaning teachers

often stress themselves out by attempting to use new technology which is not needed to accomplish certain tasks in the classroom. Conversely, there is a lot of new technology available for classroom use that can make the teacher's job more pleasant and effective, but it is not used because the instructor does not take the initiative to discover it. The bottom line is that technology that is not useful in classroom duties should be discarded and technology that makes the teacher more effective should be used with zeal, and the only way to find out is to investigate.

An instructor's *people skills* need to be objectively evaluated. Close friends, peers, and student evaluations of teachers are important in ascertaining if one's personality attracts or repels people. Usually a student having problems with a course will shy away from additional help if he/she perceives that the teacher does not want to be bothered. Note that the perception may be incorrect but marketers know that wrong perceptions can kill a business. IN this age of intense competition and accountability, one cannot risk losing students with the attitude "I'm a nice person, but you have to get to know me!"

The list of important characteristic for effective instruction is infinite but for practical reasons the instructor needs to decide what are the most important traits with which to begin the benchmarking process. To begin benchmarking, the teacher will develop a *benchmark sheet* which will be thoroughly explained in this seminar. This record will be examined at least daily and progress in various traits will be noted in writing. At the end of the semester/quarter an overall assessment of improvements will be made and new editions to lists will be added for the next academic term, and hopefully, some areas on the benchmark sheet will be deleted.

In conclusion, it must be emphasized that the benchmarking process of continuous improvement instruction will NOT end during the career of the instructor, f instruction is to remain effective. Business as usual and deteriorating quality of instruction are the end products of not assessing progress in classroom teaching.

TWO-YEAR COLLEGES: COLLEGE-TO WORK PROGRAMS

Eugene Giovannini

Burlington County College, Pemberton, NJ

As workplace technology has changed, a mismatch has developed between the kinds of jobs that are available and the educational preparation needed to fill them. Often in our current education system, students who prepare for a college degree but do not complete all four years have great difficulty finding employment. And students who come through the traditional vocational system often find that their credentials limit their opportunities for further education and enhanced employment. In essence, most students are expected to stake their future on a four-year college education, even though they will have no marketable skills to fall back on if they don't complete all four years. At the same time, our system excludes other students from further education because their academic and technical credentials are not considered adequate.

When American students graduate from high school, about 50% of them have definite plans to complete a bachelors degree. Twenty-five percent enter technical education, and the rest enter the world of work with skills they have attained during their secondary education experience. But six years later only about 25% of those students have received a four-year degree, approximately 25% have earned an associate degree, and the remainder are statistically unaccounted for, either because they left college or because they entered the world of work directly out of high school.

The percentage of people falling short of completion of a bachelors degree and even completing a bachelors degree, as well as those terminating their education upon high school graduation are not consistent with what the world of work requires of education attainment for the workforce in the future. Sixty five percent of jobs in the future will require some vocational certification or associate degree , 20% percent of the jobs in the future will require a bachelors degree and 15 % of the jobs in the future will require a high school degree alone. Clearly, a mismatch exists between the educational requirements of the world of work in the future and what is currently being produced.

Because of the direct dependency of the workplace on the need for associate degree and post-secondary vocational certificate graduates, it is incumbent upon two-year colleges to develop and deliver programs that

wholeheartedly embrace a college-to-work philosophy. College-to-work programs combine school-based learning and on-the-job instruction into a structured learning sequence. Employers reinforce academic lessons, colleges emphasize career applications, and students gain experience in the world. The essence of college-to-work is combining high academic standards and learning-by-doing for **all** students and organizing the local labor market to connect students to the range of potential employment opportunities in their community.

There are three basic components to the college-to-work program. They are work-based learning, college-based learning and various means of connecting activities. The work-based learning components include: job training, work experience, workplace mentoring, instruction in workplace competencies and instruction in all aspects of an industry. College-based learning components include: career counseling; selection of a career major; program of study; and the integration of academics, vocational education, and evaluation. Connecting activities include matching students with employers, establishing liaisons between education and work, providing technical assistance to colleges/students/employers, providing assistance to integrate college-based learning and work-based learning, encouraging participation of employers, providing job placement/continuing education/further training assistance, and collecting and analyzing of post-program outcomes of participants.

Common elements to successful college-to-work programs include: (1) programs governed by broad coalitions of community partners; (2) employer structured worksite learning and paid work experience; (3) college academic and vocational learning; and (4) coordinated and integrated college and workplace learning.

Building a program takes time. It takes one to two years of planning to move from initial stages to the point of having students in structured work-based learning positions. Program planning requires a long-term vision of what the program seeks to achieve and partners who share that vision.

Recruiting employers is a critical component of the program. Pioneering programs have discovered that employer participation is enhanced when employers are involved early in program planning, when they are recruited by business peers or intermediary organizations, when costs and benefits of participation are clearly stated, and when their responsibilities in student placements are clear.

Quality work site learning requires planning. Partners should formally agree on the goals of the work-based program and how to achieve them. Administrative structures should be established to coordinate and manage

the work site component. The program should provide orientation, training, and on-going support to work site and college staff.

Students should receive workplace-readiness preparation. Work-based experiences should promote the development of broad, transferable skills.

Student learning at the workplace should progress according to a structured plan. College-based activities help students distill and deepen lessons of work experience. Student learning at the work site should be assessed. Students should receive ongoing support, monitoring, and counseling. Program quality in meeting learning objectives should be evaluated and supported.

Integrating learning at multiple work sites and colleges in a structured way is a logistical and curricular challenge. Regular meetings between faculty and the employer staff should be held to exchange information about students' activities and skills development.

Students should be grouped in key classes using work site examples and skills. Instruction should be adapted to incorporate the work site experiences of students. Teachers should visit student work sites. Faculty should be given release time for planning the integration of work-based lessons. Generic aspects of work experience across employers to emphasize areas of similarity among students' work site experiences should be encouraged.

Curriculum and linkage mechanisms need to be developed. These mechanisms involve the development of plans for course curricula provided by the college and employer; academic and skills standards, integration of subject matter, and articulation within the college curricula. Current policies and practices should be reviewed with a view to apply what is learned at the work site and in vocational studies to what is taught in the colleges.

Redundancy of course work should be avoided. Comprehensive outcome standards for what students should learn in the transition program should be set. The number of hours and days students should spend within the college and at the work site should be determined. The level of contact needed between faculty and work place supervisors should be determined.

Program implementation involves holding orientation meetings within colleges, businesses, and throughout the community to familiarize students, faculty, employers, and other community leaders with details of the college-to-work plan; recruiting students and employers for participation in the program; and initial training for participating faculty and employee volunteers.

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ALTERNATIVE SCHEDULING IN MARKETING EDUCATION

Dan Greaven

C.E. Jordan High School

The alternative schedule has produced fear, anxiety, stress, increase in therapists' incomes and a great deal of questions for the Marketing Educator. It seems schools systems have leaped, head first, into a model before considering many issues. The top ten questions I have been asked while researching alternative schedules:

10. *Will this increase my enrollment?*
9. *How do you handle class differently?*
8. *What about co-op?*
7. *What happens to DECA membership?*
6. *How many preps will I have?*
5. *How much coordination time will get?*
4. *Why are they doing this to me?*
3. *Where's the research to support an alternative schedule?*
2. *Will the English teachers get co-op students too?*

And the number one question relative to alternative scheduling is:

Can I retire right now?!!

The alternative schedule does raise a number of issues for Marketing Educators. Most pressing of these issues seems to be two-fold: the effect on Cooperative Education and DECA. "How will Cooperative Education at my school be organized? Will I get the time to coordinate? How many new courses will I have to offer? Why should students join DECA if they are only in the program for one semester?"

The most important element in the alternative schedule must be the in-class instruction, the heart of what educators do. Whether the school is going from a six-period day to a seven period, block, A-B, or some variation, there will be differences in the way teaching is approached. This should be the focus of change - - - how to capitalize on an alternative schedule while the students are in the classroom. You can't have "IAU" (instruction as usual) with an alternative schedule. You can't be a talking head or the king of the lecture circuit. Instruction must vary. Get the appropriate training; don't go into an alternative situation blindly.

Cooperative Education is becoming increasingly unique to Marketing Education. Our numbers have remained relatively constant, while many other areas have declined in co-op enrollment. Alternative schedules, especially the block, will mean more students, and a more

complicated Cooperative Education system. It's critical to be on the cutting edge, part of the planning from the beginning, if going to a block or A-B schedule, because there is potential for problems. To name the most common:

1. Allowing students to co-op first semester, when they haven't had your class yet! Let's recommend students we don't even know!
2. Giving two credits for co-op in one year's time, with no increase in time or expectations of the students.
3. Allowing students to co-op without being in your class second semester.
4. Tracking and meeting with those co-op students who are not enrolled in your actual class at any given time. It's difficult to get continuity with your students for wage and hour reports, training plan work, and problem resolution when you don't regularly see them in the classroom.

To meet this and related problems, participate in the planning from day one, to make sure you are given adequate time to coordinate students. Additionally, you need to push to have Cooperative Education students in your class all year . . . for quality control purposes. Where this isn't feasible, it's important to have the students in class while or before you work with them on a co-op experience. With your last breath, fight allowing students to co-op first semester, before they are in your actual class. It just doesn't work. Remember, it's related instructed, not belated instruction. Finally, you need to ensure that you don't have 20 students first semester and an additional 20 students second semester, unless you are allocated additional coordination time. Again, try to avoid this. . . besides, how easy is it to help students get meaningful jobs after St. Nick has made his run?

DECA causes other conflicts. Many advisors are frustrated that students in the first semester courses see no benefits in joining the organization for the first semester only, while students second semester don't know enough, and aren't ready for competition. Students who are DECA members are members all year long, from the first day of school to the last day, not just one semester. They can participate in conferences, regardless of their class status--- students enrolled in spring classes can participate in the fall, and vice versa. Consider having a competition in the late fall, as well as mid-winter, but encourage students to join and experience DECA opportunities throughout the entire year. As alternative schedules become more prevalent, states will need to modify dates for competition; the National DECA organization will also need to consider moving the national conference to later in the spring.

The last important consideration with alternative scheduling is the number of courses offered. You can only teach so many preps. Marketing, Fashion Merchandising or Strategic Marketing should be your anchor courses. Once students take one of

these, they can advance to another. Accordingly, you may want to set your program offerings this way:

First Level Courses	Subsequent Level Courses
Marketing *or* Fashion Merchandising *or* Strategic Marketing	Marketing Management Small Business/ Entrepreneurship Hospitality & Tourism Advertising & Sales Promotion

To benefit students most, have students take only one of the first-level courses; there is too much repetition of competencies to take more than one. Make sure your brightest students take the Strategic Marketing course. Offer one second level and one third level course second semester each year (if your third level numbers dictate). You should always be trying to build enrollment for the coming year.

Particularly frightening to the alternative schedule is the lack of empirical data showing its benefit to students. Teachers, for the most part, like alternative schedules, especially the block and the A-B alternate day---they mean less preps. For vocational & technical or "workforce development" educators, we have challenges. It is critical to make sure we are part of the planning for beginning to end, to make sure our students get the most benefit!

Take the lead, don't be left behind, and don't sacrifice the quality of your Marketing Education dynasty!

MAKIN' IT HAPPEN USING PORTFOLIOS AS A TEACHING STRATEGY

Shirley L. Hall
Southern Illinois University &
Travis Air Force Base, California

A portfolio is defined as a purposeful, integrated collection of student work that shows student effort, progress, and achievement--an organized collection of evidence. Portfolios can further be defined according to the purpose it serves. There are several types of portfolios. One is the "developmental portfolio" which shows a student's growth over a period time, perhaps a semester or a year. With this type of portfolio, students can assess their own work to see improvement over time.

The second type of portfolio is a "representational portfolio" which shows the best work of a student for employment purposes. This type of portfolio can represent many courses or a "capstone" course as described by Jones (1995). It often is used to present work samples or illustrate desired qualifications of work such as unique talents, leadership ability, motivation, dependability or problem solving.

A third type of portfolio can be used as an "independent study." An example of this type of portfolio would be a special problems course in which students complete an independent library research project, distill the information, and then write a formal paper. A contract between student and instructor could be used, along with periodic meetings between instructor and student to ensure that the student keeps on track.

Sormunen (1994) described how portfolios can be used as an assessment tool for school-to-work transition and (1995) how it can be used as a relevant assessment tool in general. She notes that portfolio assessment can be used to evaluate a student's performance in a course, to evaluate entire programs, or any of its components. Nweke (1991) reported that performance measured using the portfolio strategy is related to the performance method using traditional methods; however, she suggests using portfolios as a supplement rather than as a substitute for traditional methods.

Roettger and Syzkczuk (1990) enumerated the characteristics of a portfolio:

- It is goal based.

- It shows reflection between what a student was assigned and what he/she actually accomplished

- It contains a sampling of a student's work, projects, as well as anecdotal comments and tests.

- It contains evidence of student's growth that has been selected collaboratively.

Hill (1994) provides six ways to make student portfolios more meaningful and manageable. They are (1) defining purpose of the portfolio, (2) teaching students' self-reflection, (structuring portfolio-reviews), (3) making time for peer evaluation, (4) regularly sharing portfolios with family and others, (5) allowing time to learn to use portfolios, and (6) including a "reproducible" to assist students in choosing work for their portfolio and writing about their work.

Any strategy using the portfolio, however, must introduce the portfolio assignment at the beginning of the course. Explicit instructions must be given to all students. The instructor must prepare the students and emphasize that portfolios are one way for students to demonstrate their own creativeness. Gilman (1995) discussed the growing interest in portfolios and the natural skepticism of teachers about portfolios. With creativeness, portfolios may be used by instructors to add depth and breadth to almost any course in a vocational-technical area, including business education and marketing education.

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TECH-PREP EVALUATION HELPS MAKE IT HAPPEN FOR US IN FLORIDA

Frank T. Hammons

Florida International University

Goals and Objectives

The overall goal of the Tech Prep evaluation process is to obtain and maintain the highest possible quality, effectiveness, and goal-attainment among the Tech Prep consortia in Florida. In the center of the evaluation plan stands the Tech Prep student who is the customer and ultimate product of Florida's Tech Prep effort and will remain the focus of all activities. Florida's Tech Prep consortia coordinators developed the definition for a Tech Prep student at a statewide meeting in the Fall of 1992, and continues to serve as the criteria for those students involved in Florida's Tech Prep activities which reads as follows:

A student is enrolled in an articulated, sequential program of study including a technical component, which leads to a minimum of a two-year post-secondary certificate or degree and/or apprenticeship program.

An overview of the ancillary objectives of Florida's evaluation process is as follows:

- Produce data which aid in the assessment of each Tech Prep consortium to ensure and document the quality, effectiveness, and goal-attainment of the Tech Prep initiative.
- Develop a strong internal evaluation plan for each Tech Prep consortium which, at a minimum, meets and seeks to exceed the requirements of existing national, state, and local evaluation requirements.
- Provide timely information and data reflective of the quality, effectiveness, and goal-attainment of each Tech Prep consortium so that administrators of the consortium may analyze the results and make decisions based on empirical data rather than anecdotal information.
- Provide methods to develop action plans, monitor progress, and collect data for continuous quality improvement of the Tech Prep educational reform initiative. This includes both formative (ongoing evaluation process) and summative (a reflective evaluation) to determine the worth of the effort.
- Provide an avenue of comparison among Florida's Tech Prep consortia so that best practices may be shared and emulated by other consortia to strengthen and improve the quality of their efforts.

Characteristics

The design of Florida's Tech Prep evaluation plan incorporates the following characteristics.

Simple, understandable and usable: Due to the critical need to involve many players in the Tech Prep process (i.e. leaders of business, industry, and government; parents; students; policy-makers; school personnel - administrators and teachers, both academic and vocational; and, counselors) the plan is void of techno-talk and educational jargon so that everyone involved has an understanding of what the Tech Prep initiative is trying to accomplish.

Dynamic: The plan is dynamic enough to examine additional areas of evaluation foci while allowing for input and feedback from the program participants (stakeholders).

Pro-active: The plan identifies the Tech Prep program's expected outcomes, goals, and standards and reports the status of these expectations providing a "visible" reporting system that yields the "truth about our Tech Prep effort."

Cost effective: The plan is cost-effective in both time and money.

Quantifiable: Whenever possible, "hard" data/numbers will be produced denoting a Tech Prep consortium's program development and progress.

Transferable: First, this statewide evaluation plan complements and augments existing federal and state requirements and keeps additional evaluation activities to a minimum. Secondly, the plan provides for transferability among the statewide consortia so that a consortium may draw upon the expertise of those who are having success in certain areas.

Formative and Summative: In the evaluation vernacular, formative is the on-going evaluation process, and summative evaluation is conducted at the conclusion of a program to determine the program's worth. .

The Model

The intent of the Tech Prep educational reform initiative is to permanently embed Tech Prep as part of the existing educational structure. With this in mind, Tech Prep must be a "Total Quality Effort" and focus on obtaining the highest and continuous quality possible in a results-driven model Therefore, the evaluation model to be used is one that is well-recognized by business and industry and has a proven track record for success in creating a continuum of quality. The statewide Tech Prep evaluation model incorporates a modified version of a business and industry-based Total Quality Management (TQM) continuous quality improvement model (Steeples, 1992).

The Florida Tech Prep evaluation model is a dynamic, systems design consisting of three major operational component areas which stimulates the on-going process for continuous quality improvement. The three component areas are titled: Documentation, Analysis, and Improvement. Each component area shares equal importance; however, the amount of focus and energy expended on each will be dependent upon where each of Florida's Tech Prep consortia are in their development and implementation process.

Site Visits to Florida's Tech Prep Consortia

During the Spring of 1993, the site

visit process began, and site visits were conducted at each of the initial eleven (11) Tech Prep consortia in their second year of operation. The site visit process has evolved into three distinctive types: Initial, Follow-up, and Continuing consortium visits.

Initial site visits are conducted at each Tech Prep consortium at the each of their second year of planning and implementation. At the conclusion of the Spring of 1993 Initial site visits, it became apparent that a majority of consortia were having difficulty with the development and implementation of many of the components deemed necessary for Tech Prep success. Therefore, a Follow-up site visit was developed and implemented in the Spring of 1994. The Follow-up site visit was designed to determine the extent to which each consortium has dealt with and the progress made toward addressing the cited concerns noted during the Initial site visit, and to determine the effectiveness of the recommendations provided to address each of the cited concerns noted. The Continuing site visit process was developed and implemented in the Spring of 1995, to document the movement at those Tech Prep consortia who have not participated in a site visit within a two year period. To date there have been thirty-eight (38) on-site visits conducted to support this evaluation process. As the Tech Prep initiative evolves, the continuing site visit will eventually become the primary site visit to assist Florida's Tech Prep consortia in their continuous quality improvement process.

The Development of A Local Tech Prep Internal Evaluation Component

A major component required to assist Florida's Tech Prep initiative is the development and implementation of a strong internal continuous quality improvement process within each consortium. A review of the literature reveals a void in systematic and quality program evaluation efforts at the local Tech Prep consortium level. This void is confirmed by numerous local consortia site visits and discussions with national, state, and local administrators of Tech Prep. The consensus among those trying to fill this evaluation void is that primary skills are lacking among those responsible for implementing local Tech Prep program evaluation efforts. Therefore, to provide those skills necessary for effective evaluation implementation, professional development for key consortia members is required.

Statewide Tech Prep Evaluation Workshops have and will continue to be provided to aid in the establishment of this internal evaluation component, and to provide the professional development needed to fully implement this activity within each of Florida's Tech Prep consortia. To deliver the required professional development, consultants, whose expertise will be in both Tech Prep and evaluation, have and will continue to be contracted to deliver "hands-on" relevant training experiences to Florida's Tech Prep administrators, coordinators, and stakeholders.

Conclusion

The major key in understanding the framework and intent of this evaluation process is that quality in public schools and educational institutions is only achievable if a formal, systematic, ongoing evaluation process is in place to document those activities deemed necessary to bring about constant improvement with measures in place to ensure programmatic outcomes and results.

In Florida, the Tech Prep initiative can best be described as a "Total Quality Effort" created by many dedicated and hard-working persons using a continuous quality improvement process to positively impact Florida's citizenry and workforce now and into the 21st Century.

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PEANUT BUTTER AND JELLY SANDWICH: PROBLEM SOLVING USING SYSTEMS THINKING

Jack Henson

Morehead State University

This presentation is designed to assist teachers in their teaching strategy of encouraging students to develop and use systems thinking while solving problems. It will help students to first identify the problem, then use eight basic steps to solve the problem. Systems thinking will be introduced by sharing a variety of general rules to be used in developing systems thinking. Group activities will be used during the presentation to enhance systems thinking.

Problem Solving

What is a Problem? In a general, academic sense, a problem is considered as the difference between *what is* (the present condition) and *what should be* (the goal). Or, a problem may be considered as the difference between *that which is known and that which is unknown but desired* (Keeling, 1996).

Basic steps in Problem Solving

There are two basic ways of solving problems. One is the *informal*, intuitive way without specifically considering sequence of steps taken to achieve the problem. This may be a useful method for people with considerable common sense, much work experience and a good feel for the situation. However, most students lack these skills and should apply what is called the *formal* approach for their problem solving. This is an approach using more of a scientific method. This can best be done by using the eight basic steps in problem solving:

- Recognizing the problem
- Defining the problem
- Collecting relevant information
- Analyzing relevant information
- Developing alternate solutions to the problem
- Choosing the best solution (making the decision)
- Implementing the solution
- Evaluating the results (Keeling, 1996).

Systems Thinking

What is a System? An understanding of how a system works has to begin with an idea of what a system is. A system is a collection of parts which interact with each other to function as a whole. If something is made up of a number of parts and it does not matter how those parts are arranged, then we are dealing with a

"heap" and not a system. "Dividing a cow in half does not give two smaller cows." Pieces of one system act together as a single unit and may be part of other systems. (Kauffman, 1980). Another way of defining a system is that it is more than the sum of its parts (synergism concept). The structure of a complex organization is at the heart of systems thinking. It is only through thinking about and understanding the system as a functioning whole, with interactive parts, that students can succeed with systems thinking (RSC Course II, 1994).

General Rules for Systems

1. Everything is connected to everything else.
2. You can never do just one thing.
3. There is no "away."
4. TANSTAAFL: There Ain't No Such Thing As A Free Lunch
5. Nature knows best.
6. It ain't what you don't know that hurts you; it's what you DO know that ain't so
7. "Obvious solutions" do more harm than good.
8. Look for high leverage points.
9. Nothing grows forever.
10. Don't fight positive feedback; support negative feedback instead.
11. Don't try to control the players, just change the rules.
12. Don't make rules that can't be enforced.
13. There are no simple solutions.
14. Good intentions are not enough.
15. High morality depends on accurate prophecy.
16. If you can't make people self-sufficient, your aid does more harm than good.
17. There are no final answers.
18. Every solution creates new problems.
19. Loose systems are often better.
20. Don't be fooled by system cycles.
21. Remember the Golden Mean.
22. Beware the empty compromise.
23. Don't be a boiled frog.
24. Watch out for thresholds.
25. Competition is often cooperation in disguise.
26. Bad boundaries make bad governments.
27. Beware the Tragedy of the Commons.
28. Foresight always wins in the long run (Kauffman, 1980).

In Peter Senge's book, The Fifth Discipline, the focus on Systems Thinking relates to building a school system that embodies all aspects of the "learning community". This concept can apply to students. When students have a lack of a systems perspective, it may create the sense of being overwhelmed. Students have a different view when dealing with complexity and multiple innovations. "Systems thinking is an antidote to this sense of helplessness that many feel as they enter the 'age of interdependence.'" Systems thinking is a discipline for seeing the 'structures' that underlie complex situations, and for discerning high from low leverage change. The paradigm shifts listed below continue to be the mainstay of the program and

are worth looking at as characteristics to be considered in systems thinking:

- **Independent to collaborative**
- **Linear to systemic**
- **Event to process**
- **Content to performance**
- **Reactive to visionary**
- **One"right" answer to many "right" answers**
- **Change**
- **Personal Mastery**
- **Building Shared Vision:**
- **Surfacing Mental Models:**
- **Team Learning** (RSC Associate Program Year Two, 1995).
- **Brainstorming** (Keeling, 1996).

Group Activities to Enhance Systems Thinking for Problem Solving

Examples of games, puzzles, group activities, and brain teasers will be used as interactive events to stimulate and practice participants' abilities to use a variety of the characteristics that have been mentioned above for problem solving.

Conclusion

Today's business environment mandates that students be able to recognize problems and implement the basic steps to problem solving. To foster the development of this skill, business educators must learn to teach problem solving using systems thinking. By doing so, they will find that it is helpful, fun, logical, and easy to use. By recognizing some general rules for systems and system characteristics teachers and students will both be able to incorporate systems thinking into their problem solving activities.

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DIVERSITY OF CULTURES IN THE CLASSROOM

Lilla G. Holsey
East Carolina University
Susan Asselin
Virginia Tech

If we consider the context of classroom in its broadest sense, then issues relating to school achievement, success, dropout rate, drugs, poverty, as well as changes in the work force become important factors that impinge upon the classroom. "There are also issues relating to equity, a growing awareness that cultural identities should be nourished as a source of strength and moral authority, and the increasing attention given to the disruption and health threats caused by the impact our technologies and cultural practices have on the environment. The list of concerns that reach into the classroom to affect student learning, the connections and questions teachers might raise during class discussion, the student's sense of whether the lesson has any relevance to the world that they understand, and so on" (Bowers & Flinders, 1991, p. 4), suggest that educational processes cannot be separated from the culture experience. This connection between teaching, the relevancy of culture and what happens in the classroom to the priorities of the larger society is a subtle, yet vitally important one to grasp.

Regardless of the level of formal schooling, culture permeates both the formal and hidden curriculum. Everyone has culture, and it is important for teachers to remember that in every classroom across our country, and in every workforce development teacher education program on university campuses, every student has culture. This does not refer to the traditional definition of culture as groups of people or individuals who are more knowledgeable in the areas of history, literature or the fine arts. No longer is culture viewed so narrowly. A more acceptable, contemporary definition relates culture to our way of perceiving, believing, and behaving (Levine, 1984). Building on this perception, it is then culture which provides the blueprint that influences the way that every student thinks.

Parts of the culture are shared by all of the members of a classroom, including the teacher. Others are shared with only a select few. There are common cultural experiences and there are unique ones that are only shared by students of the same family, community, or ethnicity group. Most

classroom situations will be based on similar cultural experiences since students are in the same age group, all will live in the same country, state, and community and will share common governed culture; yet others will differ as to religion, gender, and background (Gollnick & Chinn, 1990).

Workforce development teachers are well aware of the increasing diversity present in the classroom and in the work place. They are constantly searching for new methods and techniques for teaching the wide range of students that are entering their programs. Much research and many articles are available describing techniques appropriate for teaching in multicultural classrooms; these often prove to be "quick fix strategies" that have short lived consequences.

Rather than these quick-fix solutions, an overall goal should be to help all students develop their potential for academic, social, and workforce success. Yet, teachers must be sure that in accomplishing this objective, no student's educational, work place, or personal development is limited by sex, age, ethnicity, native language, religion, class, or exceptionally (Gollnick & Chinn, 1990).

The ability to recognize the classroom as a culture medium is an important competency for today's teacher. To put it another way, the responsibilities of the teacher are defined, in part, by the pervasive influence of culture on classroom activities (Bowers & Flinders, 1991).

Gollnick and Chinn (1990) have suggested nine principles which can help teachers in developing culture sensitive programs and classrooms:

Principle 1: Student Achievement
Education must help all students increase their academic achievement levels, including basic skills, through techniques that are sensitive to student's backgrounds and experiences.

Principle 2: Voice
Attention to voice must be a part of multicultural instruction. This does not refer to voice in the usual sense, but rather to the cultural interaction of teachers and students and students and their peers.

Principle 3: Communications
Communication between individuals can be problematic when there are differences in cultural backgrounds. Teachers that are aware and sensitive to these differences can prevent sociolinguistic violations from taking place.

Principle 4: Learning Style
Research data prevail in the importance of learning style considerations in diverse classroom settings. If the learning styles of students and the teaching styles of teachers can both be respected and effectively used, achievement can be greatly increased.

Principle 5: Formal Curriculum
"Any theory of education is, in simple terms, a theory of culture" (Kierstead & Wagner, 1993, p. xiii). Thus, culture

can and should permeate the formal curriculum. Cultural education must be integrated throughout education.

Principle 6: Hidden Curriculum Teachers must be aware of and consistently use the hidden curriculum. Although it is not taught directly, the lessons learned from the hidden curriculum have great cultural impact on students.

Principle 7: Critical Thinking Cultural sensitive teaching supports critical thinking. It allows the freedom to ask questions and the tools to reason. In this way, students are liberated to promote and appreciate the diversity they find in their classrooms.

Principle 8: Lived Realities "Students must live were they are, and teachers must teach were they live." Teachers must know their communities and find ways to teach multiculturally in the context of the community.

Principle 9: The Community Resource The community is a vital resource for working with diversity; however, culture goes much beyond local community. Using the world as classroom, is a demand of our current society. Classroom cultural models must reflect variety if they are to be valid.

Teaching in diverse classrooms means teaching in the real world -- a world that includes students with culturally similar and culturally different backgrounds. We must remember that students receive cues from their classrooms. How students read cultural cues can greatly influence their success in these classrooms, their personal lives, and the future work place.

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PERCEPTIONS BY SECONDARY LEAD BUSINESS AND OFFICE EDUCATION INSTRUCTORS OF THE NORTH CAROLINA VOCATIONAL COMPETENCY ACHIEVEMENT TRACKING SYSTEM (VoCATS)

Carolyn S. Jewell, Fayetteville State University

The population for this study included the secondary school Lead Business and Office Education Instructors in North Carolina (N = 320) during the 1995-96 academic year. A random sample (n = 175) of Instructors was selected by a computer generated random selection process.

Objective of the Study

The major objective of this study was to determine the perceptions of secondary school Lead Business and Office Education Instructors toward the Vocational Competency Achievement Tracking System (VoCATS) component of the vocational and technical education program in North Carolina. The objective was addressed by examining the following research questions:

1. Do secondary school Lead Business and Office Education Instructors in North Carolina perceive a need to continue the VoCAT system?
2. Do secondary school Lead Business and Office Education Instructors in North Carolina perceive a need to train all teachers on the utilization of the VoCAT system?
3. Do secondary school Lead Business and Office Education Instructors in North Carolina perceive the need to make the technology utilized with the VoCAT system more available to vocational and technical education teachers and students?
4. Do secondary school Lead Business and Office Education Instructors in North Carolina perceive that it would be appropriate to utilize the VoCATS pre/post assessments as official evaluation instruments for students enrolled in vocational and technical education courses?

5. Do secondary school Lead Business and Office Education Instructors in North Carolina perceive that VoCATS is an appropriate tool to assist with the integration of core academic and vocational and technical education courses?

6. How do secondary school Lead Business and Office Education Instructors in North Carolina perceive the development of VoCATS materials?

7. Who do secondary school Lead Business and Office Education Instructors in North Carolina perceive should be providing the leadership for development of VoCATS materials?

8. Do secondary school Lead Business and Office Education Instructors in North Carolina perceive that the implementation of VoCATS has resulted in an improvement in the instructional program of vocational and technical education classes?

Instrumentation

A data collection instrument was developed for this study to determine the perceptions of North Carolina secondary school Lead Business and Office Education Instructors toward the Vocational Competency Achievement Tracking System (VoCATS) component of their instructional programs. The questions included in the instrument were based on the recommendations from the state-level VoCATS Long Range Planning Task Force. Content validity of the instrument was assessed by a committee of experts. The instrument for this study was sent to 20 randomly selected school Lead Business and Office Education Instructors in North Carolina who were not selected to participate in the research study sample as a field test, and they were asked to review the instrument and to make necessary comments or suggestions to improve the clarity of the instrument. Minor changes in the instrument were made on the recommendation of the field test respondents.

Data Collection

The data were collected by a mail survey with a follow-up mailing to nonrespondents. The surveys returned by the late respondents (follow-up mailing) were kept separate from those received after the first mailing. A total of 64 responses were received from the Lead Business and Office Education Instructors with the first mailing and 30 additional responses were received from the non-responding Lead Business and Office Education Instructors after receiving the follow-up mailing. The responses from the follow-up mailing were statistically compared on all variables with the initial responses using Hotelling-Lawley Trace statistics to compared to the responses received from the first mailing and no significant differences were found ($F = 0.877$, $p = 0.662$). Therefore, since no statistically significant differences

5. Do secondary school Lead Business and Office Education Instructors in North Carolina perceive that VoCATS is an appropriate tool to assist with the integration of core academic and vocational and technical education courses?

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between early and late respondents were found, the data sets were combined for statistical purposes and were assumed to be representative of the population of Lead Business and Office Education Instructors who had vocational and technical education programs at their schools during the 1995-96 academic year. The combined total usable response from the Lead Business and Office Education Instructors was 94 or 53.7%.

The data for this study were analyzed by descriptive and inferential statistical procedures. Descriptive statistics were utilized for all items in the study and frequencies, means and standard deviations were reported.

Conclusions

The following conclusions were formulated as a result of the findings of this study:

1. Secondary school Lead Business and Office Education Instructors in North Carolina support the Vocational Competency Achievement Tracking System (VoCATS), but they do not feel its full development and implementation should continue to be the number one priority of vocational and technical education personnel in North Carolina.

2. Lead Business and Office Education Instructors support the addition of a "technical assistance" person at the state level and feel that every LEA should employ at least one VoCATS coordinator.

3. North Carolina secondary school Lead Business and Office Education Instructors feel that vocational and technical education personnel at the state level should arrange for group purchase prices with software and hardware vendors for the various VoCATS products.

4. Lead Business and Office Education Instructors in North Carolina feel the VoCATS communication network should be expanded to include principals, superintendents, and school board members at the secondary level and appropriate personnel at the post-secondary level.

5. Lead Business and Office Education Instructors in North Carolina perceive a need to train all vocational and technical education teachers on the utilization of the VoCAT system. They feel that vocational teacher educators should continue to assume responsibility for providing preservice training on VoCATS.

6. North Carolina secondary school Lead Business and Office Education Instructors agree that the technology utilized with the VoCAT system should be made readily available to vocational and technical education teachers and students, including special

hardware and software, when needed, for special populations students.

7. Secondary school Lead Business and Office Education Instructors in North Carolina do not support utilizing the VoCATS pre/post assessments as official evaluation instruments for students enrolled in vocational and technical education courses.

8. North Carolina secondary Lead Business and Office Education Instructors support utilizing portfolios and portfolio assessments as part of the VoCATS process.

9. Lead Business and Office Education Instructors only slightly agree that there is a need to expand the VoCATS test-item banks to include additional performance items.

10. North Carolina secondary school Lead Business and Office Education Instructors do not feel coordinated planning efforts have improved between academic and vocational and technical education teachers with the implementation of VoCATS.

11. Lead Business and Office Education Instructors feel that the development of VoCATS materials should be an on-going process and that, when feasible, the materials should be aligned with state-adopted textbooks and vocational student organization activities.

12. The Lead Business and Office Education Instructors support using the most current and cost-effective technology available including electronic downloading and the use of the Information Highway to develop and disseminate VoCATS materials.

13. Lead Business and Office Education Instructors see a need for updating the Vocational and Technical Education Program of Studies annually or as curriculum packages are delivered.

14. The Lead Business and Office Education Instructors feel the development of VoCATS materials should involve a broad base of individuals in addition to vocational and technical education personnel from the State Department of Public Instruction and Local Education Agencies.

15. Lead Business and Office Education Instructors perceive that their instructional programs and the level of student achievement have improved in their classes since VoCATS was implemented.

Recommendations

Based on the findings and conclusions, the following recommendations are suggested:

1. Educational leadership within the State Department of Public Instruction should take the necessary steps to employ a state-level consultant to serve as a technical assistance person for local education agencies who have problems or concerns about VoCATS.
2. State level personnel should arrange for group purchase prices with software and hardware vendors for the various VoCATS products.
3. The VoCATS communication network should be expanded to include secondary level principals, superintendents, and school board members and appropriate personnel at the post-secondary level.
4. Vocational teacher educators should provide preservice training on VoCATS for their students, by respective program area, to ensure their initial competence for using the system prior to their initial appointment as a vocational and technical education teacher.
5. Efforts should continue by vocational and technical education leaders to secure the necessary funds to establish computerized learning stations in every vocational and technical education classroom to be used with VoCATS.
6. State-of-the-art technology and software, including voice activation, voice response, touch screen response, large print, interactive video, and virtual reality should be made available for on-line teaching and testing of special population students in every North Carolina local education agency.
7. Vocational and technical education leaders should proceed with the development of standards for implementing VoCATS 2001 or a similar program utilizing portfolios so portfolio assessment can be a viable part of the VoCATS process.
8. When feasible, individuals involved with the development of VoCATS materials should attempt to align the materials with state-adopted textbooks and vocational student organization activities.
9. Effort should be made to utilize the most current and cost-effective technology, including electronic downloading and the Information Highway to develop and disseminate the materials.
10. Vocational and technical education personnel within the State Department of Public Instruction should make an effort to update the Vocational and Technical Education Program of Studies annually or as curriculum packages are delivered in order to increase the usability of the document.

MANAGING YOUR ACHILLES' HEEL: STRATEGIES FOR MEETING THE CHANGING DEMANDS OF SOFTWARE UPDATES

Dorothy Jones
Norfolk State University

Introduction

You have just been informed by your department chairperson that your school will be switching to WordPerfect 6.1 for Windows for your Office Systems class and Microsoft Office Version 4.2 for your Advanced Computer Applications during the next grading period. It is the end of the semester; you are in the midst of completing all those end of the semester tasks, and Christmas vacation is approaching. You think to yourself: "How is this possible? I have been preparing to upgrade to WordPerfect 6.0 for DOS, not 6.1 for Windows. Now, not only must I learn a new version of a word processing program, but I must also learn a different type of word processing program as well as a new spreadsheet, database, and presentation program."

In essence, you think that you must learn five new software programs. Yes, this is true; however, it is not as terrible as it seems. Do not let these constant updates become your "**Achilles' Heel;**" for software updates are going to occur often. Frequent installations of new software programs have become a way of life. It has been said that the software industry is infected with the **Babbage Disease**, named after a 19th century inventor and mathematician Charles Babbage, who died a failure after continuously abandoning projects to pursue greater challenges. (Rothke, 1994) The constant upgrade cycle of software applications may be causing greater harm than benefits. Nevertheless, it is our responsibility as training professionals to make sure that our students are prepared to meet the demands of the "information age."

Strategies

As training professionals, we must remember that although software vendors are caught in the maze of constantly updating to stay competitive, these updates, especially with the event of **Windows,** are gradually developing a cross-platform standard. There are more similarities among programs today, regardless of the type of applications, than ever before. These similarities must be taught regardless of the availability of the software. In essence, we must do the following.

- Provide sample windows from

a variety of software applications. (See Table 1, page 3.)

- Emphasize the fundamental concepts that are essential to all software programs.
  - Maximize
  - Minimize
  - Restore
  - Title Bar
  - Menu Bar
  - Scroll Bars
  - Control Menu Box
- Focus on the fundamentals skills to prepare students for the world of work and to help them use their software programs effectively and efficiently.
- Use student-directed learning.
- Become the facilitator; thereby, enhancing the student's visibility and allowing the student the opportunity to recognize the importance of his or her involvement.
- Be flexible and willing to be a part of the endless learning cycle.
- Minimize technical difficulties and provide technical support by using problem-solving techniques.
- Allow students the opportunity to become the experts— the individuals to resolve problems and develop solutions.
- Develop partnerships with teachers in other disciplines.
- Incorporate techniques that allow students to work collaboratively versus autonomously. (cooperative learning)

Summary

Computer training will continue to be a top priority. Even as the number of experienced users increases, teaching computer courses will remain a priority. Vendors will continue to offer new software packages and upgrades, and the demand for software training will continue. As a result, there will be the need for highly qualified candidates who are not intimidated by the constant upgrades and who are willing to be innovative to meet this demand.

In essence, there is no way to train each student in every software program that is available. However, as business educators, our charge is to first make sure that our students are trained very well in the basics. If this is done correctly, managing software updates will not be an "**Achilles' Heel**" for us, nor our students.

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REAL-WORLD TELECOMMUNCATIONS FOR BUSINESS AND MARKETING EDUCATION

Randy L. Joyner, East Carolina University
Mary Jean Lush, Delta State University
Jerry Kandies, Delta State University
Robert M. Bacchus, Florida

The mismatch that exists between education and r eal-life requirements has surfaced as a major concern related to economic growth and quality of life in the United States of America. This mismatch has emerged from a curriculum designed for a world long past--a world where workers performed menial repetitive tasks under the direction of autocratic management. In this type of workplace, the only "thinkers" needed were management (Drucker, 1989). Workers in this environment needed only to concern themselves with a few tasks, and those tasks often remained constant throughout a worker's career. Indeed, according to Modlin (1990), it was possible for workers to retire without seeing any changes in the workplace. Most education practices prepared workers very well for this type of environment, where innovation was secondary to obedience. Yet, advances in technology, shifts in the labor force, and accelerated demands for up-to-date information presented in different formats have resulted in an emerging need for workers to be able to think and solve problems, i.e. make decisions--not the typical worker described by Drucker. Thus, the ability to think creatively and solve problems has emerged as a tool needed by almost every American worker in all types of organizations and at every level in the hierarchy of these organizations (Carnevale, Gainer, & Meltzer, 1990; SCANS, 1991). Educated workers who are thinkers, problem-solvers, communicators, and decision makers will be in demand, and employees who know how to apply their workforce preparedness skills and knowledge in unpredictable circumstances will fare better (Hall & Hicks, 1995). Consequently, business educators as well as other workforce preparedness educators are being challenged to provide instruction that adequately prepares entry-level workers for today's work environment.

Not only are business and workforce preparedness educators being challenged by business and

industry, but also they are being challenged by today's students. Students, today, want a relevant, practical curriculum that prepares them for entry into the workplace (Treichel, 1991). Thus, business educators need to incorporate practical examples of real-world activities in their educational programs to teach students to solve problems and make decisions. One approach that has been suggested to provide this relevant, practical, and real-world like training for developing problem solving and decision making skills is telecommunicating via electronic communication (E-mail). Conducting class projects using electronic communication (E-mail) allows students to cooperate with others of similar interests around the globe to answer important questions and solve real-world problem (Beasley, 1993). According to Beasley (1995), the electronic communication (E-mail) allows diverse groups with differing cognitive abilities, skill levels, ideas, and beliefs to work together to reach a common goal--to complete a project that requires simulating a typical real-world like situation where students develop a solution. Therefore, it is likely that the use of the electronic communication (E-mail) in classroom instruction may provide realistic, practical learning exercises for today's students.

The Problem

Instructional strategies for today's students must be perceived as being relevant and practical as well as preparing them for the workplace. Moreover, business education is a likely discipline to provide educational activities to develop the ability to solve problems and make decisions that students perceive as relevant and practical. Therefore, this study was designed to evaluate students' perceptions of the use of telecommunications in selected business classes toward its relevance in providing them a practical learning environment for the world of work. Specifically, the research addressed: Do students perceive electronic telecommunications as a relevant teaching/learning tool in preparing them for the workplace?

Methodology

An attitude scale which asked participants rate themselves on a number of positive and negative attitudes toward the relevance and practicality of using the electronic communication (E-mail) and a real-world type problem was used to collect data for this study. Kinzie and Delcourt's scale (1991), designed to measure individual attitudes toward computer technologies (ACT) which synthesizes and augments the research that has been done in this area over the last 15 years (Kinzie, Delcourt, & Powers, 1993; Steinfield, 1983), was refined for this study. Factor analysis was performed on the attitude items to determine if factors would load similarly to the factor loadings on the instrument. Participants completed the attitude scale as a posttest following the completion of the electronic communication (E-mail) project at the end of the semester. A pre-test was not administered due to technology

problems encountered by Delta State University in accessing telecommunications capability. Appropriate approvals were obtained from human subject committees at each institution involved prior to the execution of the study.

Procedures

Participants were undergraduate students from either East Carolina University (ECU), Greenville, North Carolina, or Delta State University (DSU), Cleveland, Mississippi. ECU participants were enrolled in an administrative procedures course, and DSU participants were enrolled in a business communications course. Since employment activities were components of both courses at both universities and both universities provided electronic communication (E-mail) connection capability to their students, the researchers directed ECU students to prepare a Position Vacancy Announcement (PVA) and forward, via the electronic communication (E-mail), the PVA to DSU participants. Upon receipt of the PVA, DSU participants were asked to prepare and forward via the electronic communication (E-mail) to ECU participants resumes and letters of application. To ensure familiarity with the use of the electronic communication (E-mail) and email, ECU and DSU participants received instruction regarding the use of the electronic communication (E-mail).

Upon receipt of the resumes and application letters, ECU participants were directed to write and to forward via email application acknowledgment letters to DSU participants. Then, ECU participants evaluated the resumes and letters of application according to the criteria advertised in the PVA. After screening and evaluating the resumes and application letters using EEO-AA guidelines, ECU participants notified DSU participants via email their status in the employment selection process. DSU participants, who were being considering for the advertised position were told by the ECU participants that they, the DSU participants, would be interviewed via email.

The DSU participants, who were not being considered, were directed to write and email their perceptions of the project to their instructor. In addition, the non-finalists were also requested to email ECU participants and ask why they were eliminated.

DSU participants being interviewed received questions and responded to questions from ECU participants. Upon receipt of the DSU responses, ECU participants evaluated the responses and selected a candidate. DSU finalists who were not selected as the final candidate were notified by ECU participants. The DSU finalist selected for the advertised PVA position was emailed an offer of employment. The offer of employed requested that the selected finalist email either an acceptance or a rejection of the offer.

Results

Preliminary results indicate that both ECU and DSU participants

liked the use of the electronic communication (E-mail), and that the participants feel that this type of activity was relevant and practical as it prepared them for the world of work--it was not perceived as being busy work! Therefore, the use of the Electronic Communication (E-mail) does appear to be a viable alternative to provide relevant and practical learning situations that students perceive as relevant and preparing them for the world of work.

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BUSINESS EDUCATION CLASSROOM DEMOGRAPHICS AND SEGMENTATION: A RESEARCH STUDY

Margaret A. Klayton
Mary Washington College, Fredericksburg, VA

Introduction

Learning by application has long been recognized as a preferable way of teaching students business concepts. Traditionally, application courses in the marketing curriculum have been the exclusive domain of advanced (upper-level or senior-status) and graduate courses. In particular, marketing research and marketing case study courses lend themselves to client interaction. Clients benefit by receiving timely and cost-efficient information, and students, in turn, get hands-on experience in a real-world environment. Students who are permitted to interact with business clients generally have met advanced marketing course prerequisites and have enough background in theory to make them feel confident in performing client projects.

Application assignments used in beginning marketing courses are usually brief and performed individually. These exercises can enhance the learning experience but are limited in scope. For instance, retailing and advertising are frequently used as research assignments in introductory courses because these concepts are readily available and familiar to most students. A typical assignment might require students to identify and develop topologies of stores or print ads. Rarely are introductory course students involved in group competition. The following discussion presents an application exercise in an introductory marketing course of 100 students. Students were surveyed and segmented according to the resulting demographic information supplied from the survey instrument.

Experiment Rationale

The purpose of the exercise was threefold. The first goal was to provide students with a working experience with the concept of segmentation. The steps leading to segmentation are often elusive for first-time marketing students. McCarthy and Perreault (1993) suggest seven steps that begin with forming homogeneous submarkets, then, determining dimensions, naming markets, and lastly, evaluating market segments (pp. 98-99). This course experiment was designed to have students participate in the steps in

a personal and meaningful way to clarify and enhance the concept of segmentation. These steps are considered a tool that would lead to development of a product to fit the needs of these aggregated markets.

The second goal was to determine the demographic and psychographic composition of the class for segmentation purposes and for future comparisons. It was anticipated that this quasi-experiment would be continued with subsequent large, lecture courses. Challenging and holding the attention of these large classes sometimes can be taxing for instructors. This exercise was designed to involve students by integrating personal information provided by individual members of the class into an artificially-created clustering process. Determining dimensions were collected through a brief survey that contained basic questions about interests and academic classifications.

The third goal was to gauge whether homogeneous groups would become cohesive and competitive with other teams for superior grade performance. Teams were aggregated according to the homogeneous criteria identified from the class surveys and created team names (labels) based on this criteria. Eight segments were formed through Cluster Analysis. Each cluster contained 14-16 students. Each team segment was paired with teams having opposite team characteristics for analysis.

The paired segment names were:

Juniors -Almost Done
Penguins - Sunshine
Grand Band - Socialables
A-Students - Tigers

Classification became a division for the first paired team with juniors pitted against seniors. A determining dimension, weather, segmented cold and warm weather students in the second paired team. The third paired team contained band members in one segment and "party-loving" students in another. The final paired team challenged academic superiority over athletic involvement.

To reinforce the clustering concept, team members were required to sit together in assigned seats so they would get to know each other. This clustering process was visible from the teaching podium and created a "graphic" representation of the team segments for the instructor. As anticipated, student segments became increasingly cohesive and competitive as team performance on tests and quizzes were presented, compared, and analyzed. Performance figures were presented as team grade averages.

Survey Instrument and Methodology

The survey instrument contained six questions and was distributed the first day the class met. In addition to identifying the student by name, the questionnaire contained three demographic and two psychographic (life-style) questions. Questions denoting the student's classification (freshman, etc.) and major were closed-

ended. Open-ended questions required students to write-in the name of their hometown, interests or hobbies, and work experience.

Frequency distributions of the data revealed that the majority of the students were classified as sophomores who were majoring in marketing, had little work experience, and had a diverse set of hobbies. No hometown domination was discovered.

Findings

As anticipated, the teams became cohesive and competitive for grades over the college term. In one case, the teams, Juniors and Almost Done (seniors) were highly competitive in their efforts to perform better than the other team. There was no significant difference between scores for the two groups, except for one test grade. These two teams were the most competitive in the class.

Alternately, the "A"-Student team appeared to lack the competitive spirit because their competitor, the athletic Tigers, consistently outperformed them academically. Though the "A"-Student team may have perceived themselves as being academically superior, the Tigers had significantly higher scores on exams and quizzes.

Another interesting finding involved the teams paired by weather preference. The Sunshine team outperformed their cold weather counterparts on over half the exams and quizzes. Perhaps, this is attributable to their approximate (Sunny) disposition.

The last paired team, which included the Grand Band and Socialable, varied in their performance from one testing period to another. No team dominated the other in superior grade performance over the term. One interesting discovery about these two teams is the significantly different scores on major exam grade averages, but not on quizzes. Not one team consistently performed better than the other over the term.

Conclusions

In reviewing the goals established before the experiment began, the first purpose of providing students with a working experience with the concept of segmentation proved successful. Success was measured through testing students on the concept in on a quiz, exam, and the comprehensive finals. The demographic and psychographic composition of the class was compiled via survey and stored in a data base for further course comparisons. In one instance the third purpose was fully realized. Students became cohesive and supportive toward a common goal, i.e. - superior grade performance, but only one team, the Tigers, were able to consistently maintain superiority over their paired team throughout the semester. The Tigers also were superior over all teams on one exam and on one quiz.

Overall, team grades did not increase during the length of the experiment, in fact, most of the team grade averages declined over time. Another experiment is needed to reveal the reasons for this decline.

IMPROVING INTERPERSONAL SKILLS THROUGH COOPERATIVE LEARNING

Lillie Anderton-Lewis

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Thelma C. King

North Carolina A&T State University

The cooperative learning methodology has received many accolades from educators and educational researchers. These special merits have been given because research results show that this method is a catalyst for improving interpersonal and negotiation skills. Interpersonal and negotiation skills are requirements in career activities as students leave the classroom setting. Szul (1995) stated, "The heart of most jobs is teamwork, which involves getting others to cooperate, leading others, coping with complex power and influence issues, and helping solve people's problems in working with each other" (p. 25).

Carnevale, Gainer, and Meltzer (1988) in an article entitled "Group Effectiveness: Interpersonal Skills, Negotiation, and Teamwork," said that "interpersonal and negotiation skills are the cornerstones of successful teamwork" (p. 14). They also stated:

Interpersonal skills training is directed toward assisting the employee to recognize and improve the ability to judge and balance appropriate behavior, cope with undesirable behavior in others, absorb stress, deal with ambiguity, listen, inspire confidence in others, structure social interaction, share responsibility, and interact easily with others (p. 14).

A survey conducted by the College Placement Council Incorporated, revealed that employers showed more interest in students who possessed good interpersonal skills and students who were team players (Collins and Oberman, 1994). In another study that examined nine categories of skills needed by high school graduates, Volk and Peel (1994) found that employers identified the group interaction skills area as most important. They stated, "This category included such skills as working well with colleagues and supervisors, working as a team member, and respecting others' opinions" (p. 66).

Description of the Study

To further validate research findings, undergraduate students in select business classes participated in cooperative learning tasks such as case studies and collaborative writing assignments. They were asked to respond to questions in the Likert format about their perceptions of the effectiveness of the cooperative

learning method, as it relates to the improvement of interpersonal skills. The questionnaire included a demographic section and an open question component. Faculty members involved in continuous research and in the teaching of statistics courses examined the questionnaire for clarity and modifications. It was also field tested in a business class of twenty-four students.

Findings

The following responses provided insight into how the respondents perceived the effectiveness of team work activities in the development of positive interpersonal skills. The results revealed that most students felt very positive about the outcomes. For example, 87% said that they had a better understanding of how others think and feel. Certo (1994) said that in effective groups, "each group member influences and is influenced by all other group members" (p. 402).

Sixty-four percent of the respondents believed that their abilities to effectively perform work roles were enhanced (See Question 10). Dumaine (1994) states, "When teams work, there is nothing like them for turbocharging productivity" (p. 86).

Table 1
Questions: Cooperative learning Activities ave: *(A=agree, N=neutral, D=disagree)*

		A	N	D
1.	Enhanced skills in managing conflicts	65%	20%	14%
2.	Assisted in the understanding of roles of each team member	83%	13%	5%
3.	Assisted in the understanding of how others think and feel	87%	11%	2%
4.	Enabled me to work more effectively with others	78%	19%	2%
5.	Allowed me to recognize that teams work only if each member brings knowledge and skill to the activity	83%	13%	4%
6.	Provided opportunities to learn from and imitate the most skilled member of the team	59%	28%	13%
7.	Encouraged constructive criticism and support from members	74%	19%	7%
8.	Fostered a genuine concern for each other	62%	24%	14%
9.	Fostered a spirit of cooperation	76%	18%	1%
10.	Encouraged and stimulated productivity and creativity	64%	18%	19%

(A=agree, N=neutral, D=disagree)

The ability to work more effectively with others was highly supported by 78% of the respondents. Smith (1989) concurs, when he said that graduates who have worked in teams can talk through materials with peers, listen with real skill, build trust in a relationship and provide leadership to group efforts.

The response to questions (6) six and (9) nine were supported by Johnson, Johnson and Smith (1991); wherein, they indicated that learning is a social process that occurs through interpersonal interaction within a cooperative context. Students become deeply involved in the learning process when engaged in the cooperative learning environment; thus, strong interpersonal bonds are formed because participants feel secure and confident (Jackson 1994).

Recommendations and Conclusions

Positive outcomes are not always the norms. Conflicts do arise; and thereby, inhibit teamwork success. The following statement describes negative and positive observations, and recommendations made by a team member.

This [experience] is a good indication of how it could be in the workforce. Of

course, we'll have to deal with people (laziness, attitudes); but the group work then, will be more than likely our main focus. Now we have other classes, jobs and other groups to deal with. I have never really had a problem with the people in a group not cooperating; it has just been finding time to get done what needs to be done. Since the [School] seems to want to stress [its] . . importance, . . . I think there should be one required course . . . A good point, . . . [about] group work is [it] sometimes pushes individuals to be creative and, it gives us a chance to input ideas.

To ensure that students have a positive experience, the facilitator/teacher must be willing to devote quality time in structuring, guiding and monitoring group activities. In addition, students must be introduced to, and have an understanding of, the dynamics of group processes before engaging in the assignment.

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MAKING MARKETING HAPPEN IN THE MIDDLE SCHOOLS

Rebecca Loves-Wilkes

Mississippi State University

Mississippi's Tech Prep Initiative prepares young people for careers of tomorrow. This Initiative combines innovative teaching methods and high-tech equipment to produce challenging, exciting classrooms. It is built on a three-year program of preparatory courses which introduce all students to high-tech computer and technological skills.

- **Career Discovery** at the seventh grade level introduces students to career opportunities and the skills needed for various career paths.

- **Computer Discovery** at the eighth grade level exposes students to a multimedia environment and fundamental computer skills.

- **Technology Discovery** at the ninth grade level enables students to explore technology resources, processes, and systems and select paths leading to career development and advanced education.

Career exploration and educational planning, applications of technology, problem solving and decision making, human relations and teamwork, integration of academic skills, and school-to-work transition are emphasized throughout each course. Students apply skills in four occupational clusters: **Business and Marketing Technology, Agriculture and Natural Resources Technology, Engineering and Industrial Technology, and Health and Human Services Technology.**

A strong counseling component is part of the Initiative's foundation; it is designed to assist students in making realistic career plans. Discovery courses are designed to enable students to make wise and meaningful occupational and educational choices for their future. With this foundation, students can move into Mississippi's cutting-edge secondary occupational or academic programs and advance from there to post-secondary education or to employment.

Career Discovery

Career Discovery uses an experiential hands-on approach to make learning more fun for students. This courses is designed to provide a variety of experiences and activities which promote self-awareness, career exploration, and educational planning related to students' future educational and occupational plans. This course is not intended to force a premature career decision; rather, it focuses on the awareness of career choices and pathways to achieve individual career goals. As hands-on opportunities are provided for students to explore the four career cluster areas, students become aware of career alternatives

and transferability of skills within a cluster and between clusters. Field trips and other educational enhancements will be used when appropriate. As students become more aware of their own talents, abilities, and interests, they will develop portfolios to outline their future educational and career planning endeavors.

Typical activities in Career Discovery that tie in Marketing and Business include:

- Participating in a simulation of work and passenger roles on board a cruise ship, to include: Ship's Captain, First Mate, Doctor, Recreation Director, Assistant Recreation Director, Stewards, Tour Guides, and Passengers;
- Determining feed and cost required to bring livestock to market weight;
- Plotting the concert tour bus route for a band to include maps, tour schedule, and miles traveled;
- Creating a video or printed advertisement;
- Demonstrating proper use of the telephone; and
- Designing a package, product display, cork board, bulletin board, or display window to market a product.

Computer Discovery

Computer Discovery uses an innovative multimedia environment to make subject matter come alive. This course is designed to provide fundamental skills in the operation of microcomputers, including an introduction to computers, keyboarding skills, and the operating system using Windows. Real-world applications in word processing, graphics, databases, telecommunications, spreadsheets, and desktop publishing make the course exciting, relevant, and challenging. Each student compiles a Computer Discovery portfolio of computer projects based on the four cluster areas. This course integrates communication and mathematics skills. It also includes expanded basics in problem solving, decision making, critical thinking, human relations, career exploration, planning, and organization skills to prepare students for future careers.

Typical activities in Computer Discovery that tie in Marketing and Business include:

- Applying uses and benefits of word processing applications in the four career cluster areas;
- Applying data management in the four career cluster areas;
- Graphing spreadsheet data;
- Performing telecommunications activities such as searching the World Wide Web; and
- Creating a desktop publishing document.

Technology Discovery

Technology Discovery uses a

modular instruction approach to allow students to experience different workplace technologies. Working in two-person teams, students rotate through a series of thirteen self-contained instructional modules. In each module, students apply communications skills, explore operating principles, mathematical and scientific concepts, and the universal systems concept as related to the selected technology. Students identify applications of technology in the four occupational cluster areas. Students conduct hands-on activities in each module which demonstrate practical applications of the technology. Students also have the opportunity to explore emerging technologies and conduct research through the use of an Emerging Technology Research Center. Typical activities in Technology Discovery that tie in Marketing and Business include:

- Describe/diagram an aspect of air transportation and aerospace technology using the universal systems model;
- Time a news broadcast and calculate "time-use" in program productions;
- Produce a commercial; Conduct a video interview;
- Capture, alter, and print images using the digital camera;
- Analyze the relationship between surrounding community, plant capacity, information control, material handling, and level of automation in relationship to product, direct cost, overhead cost, manual jobs, and technical jobs; and analyze the impact of variables such as cost of raw materials, end products, market and refining; market demand; and environmental impact, in relation to their impact on oil supply, refining policies, energy policies, and time.

Career Counseling Centers

The Counseling Component is designed to organize and expand competency-based career development strategies, activities, and experiences that will assist all students in making realistic career plans. Its mission is to ensure that each student enrolled in the state's system of public education is provided with appropriate educational opportunities to prepare for constructive participation in society, immediate employment, and/or further education; and that these opportunities are made available to every student regardless of economic status, ethnic group, gender, geographic location, or mental/physical handicap.

CREATIVE AND CRITICAL THINKING STRATEGIES FOR PARTICIPATING IN A GLOBAL ECONOMY

Sue Y. Luckey
Morehead State University

One of the most significant changes for the United States has been adapting to a world view of interrelatedness. Cultural diversity and intercultural communications are beginning to have profound ramifications on the American workplace. Business teachers need to prepare students for participation in this global economy by helping them understand cultural differences including customs, values, politics, attitudes, social mores, and economics.

The review of the literature suggests that the United States is being challenged in the worldwide marketplace today. During the past decade, the United States economy has become more dependent on other nations (Kindsvatter, Wilen, and Ishler, 1992). The United States is no longer the dominating power in the global market, just a major player among many major players. Finally, the United States needs to improve their economic standing in worldwide markets (Philpot, 1994). This new dependency, changing role, and need for improvement will force American businesses to be more flexible and understanding of different cultural contexts if the United States is to be competitive in global markets (Inman, Ownby, Perreault, and Rhea, 1991).

Exploding technology and a changing workforce are affecting how educators prepare students for tomorrow's world of work. Advances in telecommunications are reshaping how business works; therefore, students will need training in the latest technologies. Since technology has made international business a reality, students will need to acquire an international business perspective and specific international skills to compete for jobs in tomorrow's workforce. Besides a vast knowledge base, tomorrow's worker will need to be flexible, tolerant, and respectful of all cultures to be successful in international business (Behymer, 1991).

This presentation considers teaching strategies to help bridge the gap between classrooms and the international business workplace. Specifically, creative and critical thinking teaching strategies will be presented to: (1) develop international communication concepts, (2) enhance appreciation of cultural differences, and (3) expand economic and geographic

awareness. Redmann and Davis (January, 1993) offer many of these strategies for teaching international concepts in business courses.

International Communications Concepts

To develop international communication concepts, ask each student to interview an international person to find out positive and negative impressions of the US, cultural differences encountered, and communication barriers experienced. Have students write letters for both national and international purposes. Using the AT&T Toll-Free 800 directory, each student can telephone a company with *International* in its name and interview a person whose job includes contacts with others located outside the US. Some topics for discussion are the number of countries with which the company does business, qualifications sought for international positions, and description of training provided for international work. Group project ideas on preparing for international travel could include developing an itinerary, consulting a travel agent for airline schedules and fares as well as hotel and car rental costs, contacting a bank to learn how to obtain foreign currency and preparing a currency conversion table, and determining need for vaccinations, inoculations, and visas.

Appreciation Of Cultural Differences

To enhance appreciation of cultural differences, have students role play an international business meeting. Prepare written and oral reports on some of these topics: negotiation skills, status of women, bribes and gifts, organization of the school system, and work attitudes.

Economic And Geographic Awareness

To help students develop an awareness of the internationalization of the market place, ask students to visit clothing, grocery, and appliance stores and make lists of origination of these items. To expand economic and geographic awareness, help students learn about foreign currencies by reading *The Dollar* section of *USA Today*. For each of the 23 currencies, the rate per dollar is given for Monday, Friday, six months ago, and a year ago.

In conclusion, the explosion of business to worldwide markets, changing technology, and the need for innovation in conducting business will require educators, specifically business educators, to make changes in curriculum. Frederick G. Nichols, the father of business education, stated two goals in 1933: education <u>for</u> business and education <u>about</u> business. The goals of business education have not changed over the years; rather the change has been the globalization of business (Blockhus, 1990). Consequently, the time has come for business educators to internationalize the curriculum.

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ENHANCING THE ENTREPRENEURIAL SKILLS OF BUSINESS EDUCATION STUDENTS

Roger L. Luft

Eastern Illinois University

All business teachers are involved with teaching the skills that are needed to be a successful entrepreneur. Many of the skills, whether they be the human skills needed to deal with people, or the technical skills needed to successfully operate an enterprise, are included in courses like general business, economics, accounting, computer applications, marketing, business communications, office procedures, and the list goes on. It is often difficult for business teachers to delineate the skills needed by the entrepreneur from typical class content because little thought is given to entrepreneurship while teaching the other subjects. If teachers are not aware of the entrepreneurial concepts they are teaching, students won't recognize them either. It is fortunate, however, that entrepreneurship is often taught without a conscious effort by unsuspecting teachers who will claim to know little about business ownership.

Entrepreneurship Topics

Drs. Roger Luft and Cheryl Noll (1994) completed a review of the literature and determined that eleven general entrepreneurial topics are prevalent which could be included in the business curricula. The researchers further identified 63 subtopics within the general categories which are recommended for inclusion as entrepreneurship instruction. The general topics with a brief description of the subtopics included:

- Entrepreneurial characteristics - including risk taking and self-confidence.
- Purposes of the Business - uniqueness of business, goals, and business plan.
- Legalities of Business Ownership - forms of ownership and government regulations.
- Management - skills needed to survive.
- Personnel - selecting and leading employees.
- Products and Services - selecting products, pricing, and offering services.
- Customers - understanding the consumer.

- Market Area - physical needs of the business.
- Competitive Analysis - understanding the competition.
- Marketing Strategy - advertising, promotion, and credit policies
- Financial Information - personal and business financial needs

Teachers should become aware of the entrepreneurial concepts that are being taught in business classes, often integrated as a part of instruction, so they can emphasize them with students who have special interests in becoming an entrepreneur. The topics identified above, and the subtopics within each general area, were further delineated in the conference session.

Applying Experiential Teaching Strategies to Entrepreneurship

Entrepreneurship is exciting and dynamic and so should be entrepreneurial instruction. The teacher can be the driving influence to create a student's thirst for further knowledge of, and a desire to become an entrepreneur. Lecturing on the theoretical propositions of owning a business will not provide the inducements for further investigation. Students should have an opportunity to experience as realistically as possible the excitement, the rewards, the frustrations, and the despairs of business ownership. This charge calls for experiential methods of instruction to be applied to teaching entrepreneurship. Assume that an entrepreneurship curriculum has been determined, and the next step is to deliver the instruction, either integrated within existing classes or as a stand-alone course. Some experiential methods to consider for use while teaching entrepreneurship are summarized below.

The School Sponsored Business

Many business education curriculums include school sponsored activities that are quasi-entrepreneurial ventures. Some office occupations or office procedures classes complete real life projects for other departments in the school. Many small business or marketing classes operate stores between classes and during lunch, or perhaps throughout the school day. Many students are involved in fund raising activities for the business student organizations. All of these activities teach the skills needed by entrepreneurs.

Role Plays

There are several less risky ways for students to learn entrepreneurial skills, one being role plays. This strategy is often used in business training situations, especially to teach human interaction. Role playing is a spontaneous human interaction that involves realistic behavior under contrived or imagined conditions. Role playing is a secure strategy for students to experiment with in order to learn new skills or enhance skills that have already been developed. They can fail in the classroom and have the opportunity to try again, where in a business venture, failures can be very costly.

Simulations/Games

Business educators have used simulations for years in accounting, record keeping, office procedures, and other classes. Simulations/games are just what the name implies, an instructional strategy that simulates real life situations. As with other strategies, students are allowed to make decisions and test their decisions without much risk of loss except a damaged ego or perhaps a lower grade. But, students also have the opportunity to gain confidence in their abilities as correct decisions are made.

Case Studies

Another safe harbor for learning entrepreneurship and understanding decision making is the case study method of instruction. There are different types of cases including a) individual problems, b) critical incidents, c) organizational situations, and d) combinations of the others. Case studies are used for diagnostic purposes since they present pertinent data and facts about something that has happened in the past. There are no prescribed answers because those are left to be determined by the students who are completing the case problems. Case studies are written as a story without an end. The story flows logically presenting all the information that the students need to be able to arrive at solutions. Cases can be of varied lengths, ranging from a few paragraphs to many pages. Cases can be as complex as needed in order to achieve instructional objectives.

Summary

The ideas presented here are by no means close to exhaustive, but are presented as stimulation for the instructor who has a desire to teach entrepreneurial skills. Some of the ideas may seem to be outside of the realm of what can be done with the time available, or with limited resources, but it is OK to dream. . .that is one sign of an entrepreneur. What the researcher encourages is an experiential approach, getting the students involved with doing rather than just sitting and listening. There is a great deal of merit in having experience be an assistant teacher, and there are many, many "real-life entrepreneurs" who are willing to provide experiential opportunities for students. The creative instructor does not hesitate to ask business owners to assist with the instruction and will find that one small seed of an idea, which is cultivated, will grow and flourish well beyond initial expectations.

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For other ideas on integrating entrepreneurship into business subjects, please refer to:

Luft, R. L. (in press at this writing). An integrated approach to teaching entrepreneurship. Delta Pi Epsilon Instructional Strategies

JAZZY PRESENTATIONS: MULTIMEDIA MAKES THEM HAPPEN

Mary Jean Lush
Delta State University, MS
Carolyn Alexander
Phillips County Community College, AR

Multimedia is not a new concept. Its value was confirmed when individuals began to make their points and increase understanding by adding reinforcing gestures and various media types to one-dimensional presentations. Over time, presentations moved from static, one-dimensional formats to multidimensional, interactive configurations by combining multimedia components, such as technology-generated text, color, graphics, sound, animation, and video.

Business and industry have been selling products for years through technologically generated multimedia. A short look at television bombards the viewer with sound, text, animation, graphic images, dissolves, wipes, etc. Further, "most businesses of any size provide their office personnel with the most modern technology available--perhaps if only as a subliminal message to society that they are on the 'cutting edge'" (Douglas, 1994, p. 24). Because educators recognize that they are preparing students to function successfully in today's highly technological environment, they are becoming more convinced of the benefits of using technology more extensively in their classrooms.

Course lecture depth, as well as student attention and retention, can be augmented by using presentation software applications, such as Lotus Freelance, Podium, Microsoft PowerPoint, and others (Richards, 1995). Why, then, do some still cringe at the thought of technology-generated multimedia in the classroom?

"Business teachers are intrigued and enthusiastic about computer technology as well as frustrated with its fast-paced changes. They learn one application well enough to teach it to their students only to find they must abandon it for another. They plead for hardware or upgrades and try to remain patient until funds become available. When these requests are finally granted in the financially beleaguered school systems, teachers spend their evenings poring over documentation seeking solutions to the many new situations with which their students need help. Just when they begin to feel comfortable teaching the new application, they find the hardware and software to be obsolete, and the cycle must be repeated" (Douglas,

1994, pp. 23-24).

Getting past traditional methods and attitudes is often difficult as well. Concerns over change and the resultant adjustments in delivery method and time expended to learn something new usually generate adverse attitudes about the value of technology, especially for teachers who are comfortable with their current, tried-and-true methods. This attitude can be difficult to overcome. Further, Dyrli and Kinnaman (1995) confirm that multimedia "suffers from a beleaguered past . . . . Many times crowned the savior of education, it has too often amounted to more hype than help; more fluff than substance; more promise than product. For educators already intimidated by technology, it has been easy to dismiss multimedia as an ill-defined and expensive hodgepodge of bells and whistles offering little more than a distraction from the business of education" (p. 46).

Traditionally, teachers have combined rudimentary media types such as item displays, demonstrations, slide shows, lectures, and hardcopy handouts to enhance their students' level of educational experience. Fortunately for educators and students, the benefits of multimedia are being accepted more today because of the dramatic manufacturing advances in technology. "Nothing engages a teacher's interest in technology more than seeing previously unmotivated and underachieving students become enthusiastic about learning and successful in achieving important educational goals" (Marino, 1995, p. 21).

One of the most efficient ways to generate acceptance of change is to prove its relevance to the user. This session provides advantages of using multimedia to enhance educational experiences and workplace productivity; demonstrations of multimedia projects created by faculty and students; and suggested future uses of multimedia-enhanced curriculum projects as the technology continues to advance.

Advantages of Using Multimedia

Multimedia provides the user with many advantages. Two examples include interactive learning environments, as well as the ability to customize presentations and delivery methods to meet the needs of both educators and students.

Interactive learning environment. The situated cognition concept implies "learning and thinking are always "situated," [in other words,] the context in which learning occurs and the activities through which it occurs . . . have a direct and significant influence on what is learned" (Dyrli & Kinnaman, 1995, p. 49). Because multimedia provides the advantage of an interactive learning environment where relevance of context and content are merged, multimedia-enhanced learning is valuable because it is based upon combining authentic activities incorporating links between knowledge and application. This type of interactive multimedia instruction allows students the convenience of receiving training when and where they need it, as well as interrupting and reinstituting training as necessary. Further, it is grounded in basic "principles of individualized learning, and both the training and the testing are objectively and efficiently measured and tracked" (Halal & Liebowitz, 1994, p. 21).

Customized presentations. As Doucette (1994) states, "using multimedia in presentations will enhance the level of communication with a generation of students weaned on highly visual media, such as television and video games" (p. 21). Further, "multimedia technology is also at the base of many simulations that are another powerful teaching tool" (Doucette, 1994, p. 21) used in disciplines as such nursing, engineering, history, etc.

Suggested Projects Using Multimedia

Educators can author their own jazzy presentations, of course; but to intensify the level of relevance for students, it is wise to have students author some jazzy multimedia presentations themselves. Projects created with software applications such as Podium, Authorware, Compel, etc., reinforce students' learning of curriculum concepts through application; and having students present these self-authored presentations provides a wealth of experience in communicating before groups. Further, students' self-esteem and technological expertise are bolstered through successfully creating and giving multimedia presentations. Examples of projects authored by undergraduate and graduate students, as well as teachers, will be demonstrated in this session.

Future Uses of Multimedia

Perceptions about multimedia in general and its educational uses are beginning to broaden. In 1993, Davis purposed the idea that multimedia has moved from consideration as a peripheral technology to the status of a field where an exponential growth pattern is generated by production and organization of applications in the field. Future user needs will also mandate international cooperation and collaboration of business and educators as new and innovative multimedia applications are developed. This cohesion will make understanding multimedia concepts and using multimedia authoring software much easier for teachers and students alike.

Therefore, multimedia use will not be limited to on-site curriculum delivery. For instance, the concept of the "virtual college" has been espoused by Jacobson (1995) as "breakthroughs in the use of digital video for academic purposes is [being implemented through a pilot program at] New York University and the homes of about 20 students. NYU's Information Technologies Institute is preparing to offer a 16-credit graduate program entirely through an interactive network that can transmit video files and other multimedia elements into students' homes over high-speed telephone lines" (p. A21).

If initiatives such as these and many others are to succeed, educators must:

- learn to efficiently author multimedia components to be included in the delivery of such programs
- include projects into the curriculum where students may associate context and application by creating and presenting jazzy multimedia presentations.
- remove the thought that multimedia is only "something extra " or "bells and whistles"
- accept the concept that, like textbooks, multimedia should

be considered a legitimate medium (Shields, 1995)

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SUCCESSFULLY NAVIGATING COMMUNICATION CHANNELS

Mary Jean Lush

&

Michael Thompson

Delta State University

Getting the message across is the most important thing that happens between an educator and student, and communication is the facilitator. Educators sometimes become so involved in trying to "cover the entire book" that an important component in the educational process, communication, gets lost along the way. Quality education evolves from communication that leads to understanding. This presentation focuses on various components of the communication process; suggests the value of perceiving students as customers rather than products; and provides strategies to improve listening skill, enhance "customer-service" ratings, and achieve communication success.

Communication Process Components

Communication may be facilitated through gaining a thorough understanding of the communication process, barriers to that process, value of cooperation and collaboration, and benefits derived when business and marketing educators apply a customer-service philosophy toward students.

Communication process. Components of the communication process include a sender, a receiver, a message, a channel, and feedback. The sender encodes an idea/message to be sent to a receiver. The sender must use audience analysis and empathy to determine the most appropriate channel to deliver the message. The receiver must then decode the message, encode a feedback message, and select an appropriate channel to forward the feedback to the sender. The sender decodes the feedback message and can, thereby, determine if the receiver understood the intended message. Without understanding no real communication occurs. Certain factors (barriers) can impede the level of understanding by the receiver.

Communication barriers. Many barriers exist to disrupt the communication process (i.e., faulty audience analysis, inappropriate channel selection, and semantic difficulties, to name a few). Nonverbal communication may also hinder the process. This session will thoroughly discuss communication barriers, ways they may be overcome,

and benefits gained from identifying and circumventing the barriers (i.e., cross-discipline collaboration).

Cross-discipline cooperation. Faculty in vocational education's seven disciplines work diligently to achieve a level of expertise in their field and to provide their students with the highest-quality educational experience possible. The problem is that they tend to be myopic--focusing intently on the discipline content and diminish the importance of the communication process. Rarely do they consider similarities in the various disciplines; and even more rarely do they consider the value of actually participating in cooperative cross-discipline delivery. When individuals feel secure in their content knowledge, communication is facilitated. As an example, Marketing faculty might wish to have a colleague from Business Education speak to students about the communication process model or the career search. Other examples of cross-discipline cooperation will be provided during this session.

Customer-service philosophy. In today's market, you either develop a customer-service strategy; or you say "Goodbye" to your business. If educators thought of their profession as a "business," they would have to consider their customer-service rating from the students' perception. Educators consider students as the product, neglecting the value-added dimension of the educational process.. They provide all the technological tools students need for career success but often omit the essential ingredient of communication skills. Teachers deliver the lectures, demonstrations, and training then evaluate their success by the level of understanding exhibited by student performance on a test. However, educators sometimes overlook the fact that the student is also a customer. Educators should, therefore, think carefully about the ways they communicate with student "customers," as well as the ways students communicate with them. What is customer service?

Customer-Service Philosophy Facilitates Communication

Customer service is often the difference between success and failure, yet it is the one "job" where minimal training is provided. Customer service is everyone's job. Each time a customer has contact with your "company," he or she will leave with one of two impressions--either satisfaction or dissatisfaction. The same can be said of student "customers." Students provide feedback on their level of customer satisfaction through oral discussions and student evaluations of teaching.

Customer service is a philosophy, not an organizational department. From the president to the mail room, everyone who has contact with a customer is a customer-service representative. Customer service is a top-down, inside-out, full-contact sport. Are you in the game or on the side line?

Listening for Understanding

Customer service involves all the components of the communication

model--including listening skill. People spend about one-third of their waking hours involved in personal or professional listening activities; however, minimal time is devoted to delivering listening instruction (Winter, J. K., et al., 1992). This seems an alarming contradiction. Further, research suggests that effective individual performance is linked to listening ability or the perception of effective listening (Haas & Arnold, 1995; Cooper & Husband, 1993; Golen, 1990; Seibert, 1990). Does listening guarantee understanding?

When you present your lectures, do students listen? Do you ask for verbal feedback? Do you actually hear what they are saying? Without understanding, successful communication has not been achieved. Particularly, in oral communication involving both a speaker and listener, listening skill is essential to achieve total understanding. On the other hand, students cannot be forced to grasp what is being said. Rather, they must be provided with tools which will facilitate not only listening, but also active communication. This session will offer suggestions for improving listening skill.

The result will be an improved understanding of ways to successfully navigate communication channels in order to maximize understanding. The benefit from this enhanced level of communication between educators and students will be an increase in the amount of information successfully transmitted during the educational process.

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THE NORTH CAROLINA JOBREADY SYSTEM: KEY COMPONENTS

Loretta Martin

North Carolina Governor's Workforce Commission

Many students graduate from high school today without a clear picture of their opportunities or without the skills necessary to succeed in the workplace or in further education. JobReady, providing a nexus between workforce development, economic development and education reform, attempts to remedy this situation.

JobReady is North Carolina's system for ensuring that all students have a clearly identifiable, accessible and attractive career pathway into the workplace. Based on the concept of local partnerships of educators, employers, economic development representatives, students, parents and others, JobReady provides a framework for local communities to address the needs of their students and their businesses. This framework includes a number of key components, which are addressed below.

All Students ✦

JobReady is a *system* which includes many programs and key components to serve ALL students, from kindergarten through postsecondary education.

Rigor/Higher Academic Standards ✦

Classes are rigorous, regardless of subject or career major. Students must demonstrate competencies through performance-based assessments.

Work-based Learning Experience

Each student, before graduation from high school, will have participated in at least one work-based learning experience. Teachers and counselors will have participated in industry internships as well.

Relevance/Integration of Academic & Vocational Curricula

Students see the relevance of what they learn in school to the world of work. Curriculum is integrated and learning is applied.

Employer Involvement

Employers are equal partners with educators in developing and implementing the JobReady system. Employers help to develop curriculum, provide work-based learning experiences for students and teachers, and recruit other employers to participate in JobReady activities.

Career Counseling/Guidance

All students, beginning in elementary school, receive information

explaining to them the many options they have when they leave high school. JobReady provides them with the guidance necessary to prepare for further education and for a career.

Career Majors ✦

All students must choose a "career major" from a list of broad career clusters before the completion of the tenth grade.

Skill Standards ✦

- Certification of basic academic skills
- Certification of industry-related skills

Professional Development

Professional development is a critical "connecting activity" in JobReady. Educators, employers and others involved in JobReady activities must understand the system and their roles in it. This includes giving teachers and counselors industry experience and helping employers to work with students.

Local Partnerships

One of the most important aspects of JobReady is that it requires a collaborative effort among employers, educators, economic development representatives, parents, students and others. Unlike many other grants, JobReady grants are given to Local JobReady Partnerships, not to individual entities. The geographic boundaries of Local JobReady Partnerships are no smaller than a county.

Post-secondary Education/Lifelong Learning ✦

All students should have some type of post-secondary education or training and should be prepared to learn new skills throughout their lives. JobReady helps students to understand that they have a variety of post-secondary options including a one-year certificate, a registered apprenticeship, a two-year degree, and a four-year degree.

(✦ Denotes components common with Standards and Accountability Commission)

MAKIN' YOUR MARKETING PERSONALITY WORK FOR YOU

William McPherson,
Indiana University Of Pennsylvania

Overview

Within recent years numerous studies using Jung's type theory and the Myers-Briggs Type Indicator (MBTI) have been conducted with teachers within various educational settings (Bowman, 1990; Ligon, 1985; Luh, 1990; Miner, 1987; and Thompson, 1984). Recently, many marketing educators have used the MBTI to determine personality types among their populations (Elias & Elias, 1990; and Plessman, 1985). Research with the MBTI shows that most occupations have characteristic type patterns. Teachers on different levels and different subjects tend to exhibit similar type preferences (Hammer, 1987). A review of personality type research studies in marketing has discovered some interesting and valuable information for the field of marketing education. An understanding and knowledge of marketing educators' personality types will be the first start in making your marketing personality work for you in business or in education.

The Myers-Briggs Type Indicator

The MBTI is an appropriate tool to measure marketing educators personality types (Plessman, 1985; McPherson, 1994; and Waner & Echternacht, 1993). Myers and Briggs' purpose for the MBTI was not to measure people, but to sort them into groups to which, in theory, they already belonged (Hammer, 1987, p. 76). Inasmuch as Jung theorized that people's preferences are a choice between opposites, or dichotomies, and because the MBTI is based on Jung's theories, all questions in the MBTI require a forced choice between poles of the same dimensions, Extroversion (E) or Introversion (I (I), Sensing (S) or Intuition (N), Thinking (T) or Feeling (F), and Judgment (J) or Perception (P). The MBTI, a psychometric questionnaire, is the simplest and most reliable method of determining a person's Jungian Type (Myers and Myers, 1990; and Soliday, 1992).

The Dominant Personality Types In Marketing Education

The two dominant MBTI personality types found among marketing educators are: Extroverted, Sensing, Feeling, and Judging (**ESFJ**) & Extroverted, Sensing, Thinking, and Judging (**ESTJ**). Myers and McCaulley (1989) found the following description of each personality type.

ESFJ

People with **ESFJ** preferences radiate sympathy and fellowship. They concern themselves chiefly with the people around them and place a high value on harmonious human contacts. They are friendly, tactful, and sympathetic. They are persevering, conscientious, orderly even in small matters, and inclined to expect others to be the same. They are particularly warmed by approval and

sensitive to indifference. Much of their pleasure and satisfaction comes from the warmth of feeling of people around them. **ESFJs** tend to concentrate on the admirable qualities of other people and are loyal to respected persons, institutions, or causes, sometimes to the point of idealizing whatever they admire.

They have the gift of finding value in other people's opinions. Even when these opinions are in conflict, they have faith that harmony can somehow be achieved and they often manage to bring it about. To achieve harmony, they are ready to agree with others' opinions within reasonable limits. They need to be careful, however, that they don't concentrate so much on the viewpoints of others that they lose sight of their own.

They are mainly interested in the realities perceived by their five senses, so they become practical, realistic, and down-to-earth. They take great interest in the unique differences in each experience. **ESFJs** appreciate and enjoy their possessions. They enjoy variety but can adapt well to routine.

ESFJs are at their best in jobs that deal with people and in situations where cooperation can be brought about through good will. They are found in jobs such as teaching, preaching, and selling. Their compassion and awareness of physical conditions often attracts them to health professions where they can provide warmth, comfort, and patient caring. They are less likely to be happy in work demanding mastery of abstract ideas or impersonal analysis. They think best when talking with people, and enjoy communicating. They have to make a special effort to be brief and businesslike and not let sociability slow them down on the job.

They like to base their plans and decisions upon known facts and on their personal values. While liking to have matters decided or settled, they do not necessarily want to make all the decisions themselves. They run some risk of jumping to conclusions before they understand a situation. If they have not taken time to gain first-hand knowledge about a person or situation, their actions may not have the helpful results they intended. For example, **ESFJs** beginning a new project or job may do things they assume should be done, instead of taking the time to find out what is really wanted or needed. They have many definite "shoulds" and "should nots," and may express these freely.

ESFJs find it especially hard to admit the truth about problems with people or things they care about. If they fail to face disagreeable facts, or refuse to look at criticism that hurts, they will try to ignore their problems instead of searching for solutions.

ESTJ

ESTJ people use their thinking to run as much of the world as may be theirs to run. They like to organize projects and then act to get things done. Reliance on thinking makes them logical, analytical, objectively critical, and not likely to be convinced by anything but reasoning. They tend to focus on the job, not the people behind the job.

ESTJs like to organize facts, situations, and operations related to a project, and make a systematic effort to reach their objectives on schedule. They have little patience with confusion or inefficiency, and can be tough when the situation calls for toughness.

ESTJs think conduct should be ruled by logic, and govern their own behavior accordingly. They live by a definite set of rules that embody their basic judgments about the world. Any change in their ways requires a deliberate change in their rules.

ESTJs are more interested in seeing present realities than future possibilities. This makes them matter-of-fact, practical, realistic, and concerned with the here-and-now. They use past experience to help them solve problems and want to be sure that ideas, plans, and decisions are based on solid fact.

ESTJs like jobs where the results of their work are immediate, visible, and tangible. They have a natural bent for business, industry, production, and construction. They enjoy administration, where they can set goals, make decisions, and give the necessary orders. Getting things done is their strong suit.

Like the other decisive types, ESTJs run the risk of deciding too quickly before they have fully examined the situation. They need to stop and listen to the other person's viewpoint, especially with people who are not in a position to talk back. This is seldom easy for them, but if they do not take time to understand, they may judge too quickly, without enough facts or enough regard for what other people think or feel.

ESTJs may need to work at taking feeling values into account. They may rely so much on their logical approach that they overlook feeling values-those which they care about and those which others care about. If feeling values are ignored too much, they may build up pressure and find expression in inappropriate ways. Although ESTJs are naturally good at seeing what is illogical and inconsistent, they may need to exercise their feeling to appreciate other people's merits and ideas. ESTJs who make it a rule to mention what they like, not merely what needs correcting, find the results worthwhile both in their work and in their private live.

Summary

Many studies (Little, 1972; Olson, 1967; and Plessman, 1985) gave support to the uniqueness of the SMETC position and SMETC personality. The marketing educator

personality type has undergone considerable investigation. Elias & Elias (1990), McPherson (1994) and Plessman (1985) found the marketing education personnel they studied to have a higher proportion of the ESTJ and ESFJ personality types. These researchers found that marketing educators are different from other secondary classroom instructors and exhibit some common personality characteristics among themselves.

One must keep in mind that no particular personality type is better than another type; however some preferences and personality types are better suited for some careers (Waner and Echternacht, 1993). Renewed interest in teachers and personality types is occurring on a national level and has reminded us that the "history of education has been concerned with who teachers are and what they do" (Ligon, 1985, p. 7). As Damisch (1990) reminds us,

> *Teaching is an art and a science. The research indicates that both what and how you teach makes a difference. The person, and his or her style and personal characteristics, must be effectively combined with methods and strategies (p. 24).*

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PROJECT AIME

ACADEMIES OF INTERNATIONAL MARKETING EDUCATION

Terrance P. O'Brien

North Carolina State University

Purpose

The purpose of Project AIME is to develop and implement three two-year high school academies which focus on international marketing, specifically on trade between small and medium size U. S. businesses and Pacific Rim countries including Japan, China, Malaysia, Singapore, Indonesia, and Taiwan. The academies will be designed to integrate vocational and academic learning in the areas of marketing, English, social studies, and foreign language and culture, utilizing the overarching theme of international marketing and the global economy. Educational technology will play an essential role in learning activities within the academies. Academy programs will also be articulated with community colleges and institutions of higher education. In addition to improving the education of students enrolled in these academies through holistic and technological strategies, the AIME schools will serve as demonstration sites for other schools and school systems interested in the academy model, innovative uses of educational technology, and international marketing education. When fully developed, these schools will provide models which could be used to establish academies focusing on other areas of significant trade and economic importance to the U.S., such as Latin America.

Project Objectives

1. Establishment of an Academy of International Marketing Education at Jordan High School in Durham, South Granville High School in Granville County, and Apex High School in Wake County.

2. Integration of vocational and academic instruction in the areas of marketing, English, social studies, and foreign language and culture.

3. Professional development of twelve high school teachers, four per

school, to teach holistically in academy environments, to increase their understanding of the global economy, to utilize the Internet and World Wide Web for instructional purposes, and to serve as models for other professional educators.

4. Preparation of high school students with the knowledge, attitudes, and skills necessary to further their education and ultimately compete in a global economy and exercise the rights and responsibilities of citizenship (National Education Goal 2000).

5. Establishment of an Advisory Board for International Marketing Education comprised of representatives from business, industry, and governmental agencies engaged in or affected by international trade, to provide direction and support for the academies.

6. Development of meaningful working relationships among academies, businesses and industries, and governmental agencies to improve the education of high school students.

7. Development of integrated course blueprints, curriculum guides, instructional resource materials, and test banks, all in electronic formats, in the area of international marketing education.

8. Provide academy students with opportunities to develop knowledge and appreciation of other cultures through planned learning experiences within the academies, communication via the World Wide Web, and opportunities for advanced students to travel to Asia to enhance and reinforce their understanding.

9. Development of articulation agreements between academies, community colleges, and institutions of higher education whereby academy graduates receive college credit or advanced standing in business subjects and foreign languages, or have the opportunity to enroll in college business courses during their senior year.

10. Encouragement and reinforcement of collaboration, teamwork, and technology utilization to improve education and to prepare students for Workforce 2000.

11. Provide a central clearinghouse and resource repository for the integration of efforts by various academic, governmental, and business entities in North Carolina engaged in work toward similar goals, in order to maximize effectiveness and cooperation, and minimize duplication of effort.

Student Learning Outcomes

By participating in an Academy of International Marketing Education, students will develop understanding of the principles of strategic and international marketing; knowledge of products and services; understanding of the nature of the global economy; insights into the relationships among history, politics, culture, and economics; appreciation for the

interdependence of all peoples and countries in the world; effective personal and business communication skills; advanced knowledge of information technology; advanced critical thinking and problem solving skills; understanding and appreciation of cultural differences; knowledge and understanding of Asian language and culture; a global perspective prerequisite to responsible global citizenship, and an understanding of the skills required to compete in the modern, global workplace. Through Project AIME and subsequent participation in planned and articulated higher education, students will truly possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Academy Structure

The academy at each of the designated high schools will consist of teams of four teachers from the disciplines of English, social studies, foreign languages, and marketing education, with the latter serving as lead teacher for the academy team. The two-year academy will enroll groups of 25 students in their junior year of high school who will continue in the academy with the same teachers through both their junior and senior years. The cohort group will be block scheduled each year in the four core subjects which comprise the academy. An illustration of an academy curriculum is provided in Figure 1.

Figure 1. Sample Curriculum Model for a Project AIME Academy

Junior Year

Marketing Course: Strategic Marketing
English Course: General English III
Social Studies Course: United States History
Language Course: Chinese I or Japanese I

Senior Year

Marketing Course: International Marketing
English Course: General English IV
Social Studies Course: World Geography
Language Course: Chinese II or Japanese II

The teachers in each academy will have a common planning period and meet regularly to develop and articulate curriculums, student learning activities, student evaluation strategies, and to discuss the progress of individual students. Academies will be sponsored by businesses and governmental agencies involved in international trade and members of the Advisory Board for Project AIME. These businesses and agencies will provide mentors for individual students, class speakers, shadowing opportunities, internships, instructional resources, site visits, and other forms of support.

Educational Technology

The vision of Project AIME is to provide academy teachers and students full access to computer technology consisting of a local area network (LAN) with dedicated file

server space, full desktop publishing capabilities, and connection to the Internet and World Wide Web (WWW) via Netscape interface. Netscape and the WWW will enable students to explore an enormous, rapidly expanding universe of information and provide them with powerful capabilities for interacting with information and people around the world. This technology will also allow students to participate in cooperative learning activities with students in Asian schools, and could potentially be used to develop actual student enterprises on the Internet. Commercial uses of the WWW are increasing exponentially and it would be a relatively simple process for students to establish their own businesses to market products and services internationally by creating their own home pages on the Web.

Partnership Schools in the Pacific Rim

An important part of the Project AIME vision is the establishment of a formal partnership between each academy and a counterpart school located in a Pacific Rim country. Academy students and faculty will develop and maintain regular communications with students and teachers in their partner school via the WWW and other media. Together, academy and partner school teachers will design cooperative educational activities which integrate academic and vocational learning, focus on international marketing and global economics, foster critical thinking and problem solving, improve communication skills, and increase student understanding of cultural diversity. These activities make extensive use of desktop publishing and the WWW.

Computer-Based Senior Projects

During their senior year, students will be required to complete senior projects to develop self-directed learning, critical thinking, and problem solving skills. The senior projects will require students to apply the marketing and academic skills they have learned through the academy experience to address a significant aspect of international marketing and the global economy. Final projects will be in the form of electronic presentations, with supplemental verbal explanations, to all academy students and faculty, subsequently published on WWW home pages for international distribution. The computer presentations will incorporate text, graphic, audio, and video components.

Advisory Board

An Advisory Board will be established for Project AIME to provide guidance and support for all of the Academies of International Marketing Education. Primary responsibilities of the Advisory Board will be to advise project participants in

matters relating to curriculum, professional development of academy teachers, design of learning activities, identification of instructional resources, financial resources, and collaboration with businesses and governmental agencies. The Board will play a significant role in arranging mentor relationships, class speakers, shadowing experiences, internships, and site visits, as well as advising academy teachers and students with advice and insight into the practical applications of their curriculum in the business world. The Board will also be instrumental in helping academy staff develop plans for obtaining financial support for equipment, training, and travel. Organizations that have expressed interest in serving on the Advisory Board include: North Carolina Department of Commerce, North Carolina Department of Public Instruction, World Trade Center North Carolina, North Carolina World Trade Association, Central Carolina Consortium, Aeroglide Corporation, McNair & Sanford Attorneys at Law, The Sirchie Group, Triangle Laboratories, and IBM.

Senior Trip Abroad

During the latter part of their senior year, academy students will be provided the opportunity to participate in a one or two week trip to an Asian country, visiting cities such as Tokyo, Singapore, Hong Kong, or Kuala Lumpur. The purpose of the educational trip is to provide a culminating experience in which students are actually immersed in a culture very different from their own so that they can develop genuine personal appreciation for the complexity of coping with profound societal differences.

Conclusion

Recognition of the significance of the global economy has sparked many important new initiatives in education and industry. Approaching instruction with a more global perspective is critical if we want our students to start thinking outside typical United States parameters. Such instructional approaches are essential if students are to understand and truly value the vast world market available to small and medium size American businesses. Project AIME addresses not only the necessity to introduce students to international concepts, it also addresses some vital trends in education. The integration of curriculum, vertically as well as horizontally, development of holistic approaches to instruction, and greater utilization of technology are all movements that will undoubtedly improve the education of our students.

INFORMATION OVERLOAD OR INFORMATION LITERACY? WAYS TO HELP STUDENTS PREPARE FOR 2015

Rita Reaves

East Carolina University

The Commission for a Competitive North Carolina, chaired by Governor Hunt, has been working for the last few years to focus on one question: Where do we want North Carolina to be by the year 2015? These leaders from business, government, and academia are gathering responses from people throughout the state to a plan that identifies eight goals for the state. One goal is to prepare "a high performance workforce" described as follows:

Technological advances will continue to transform business and industry, forcing workers to perform increasingly complex tasks, no matter what their position. In this environment, employees will have to think critically, learn continuously, work in teams, and make important decisions.

The world of work will not be what it was for our parents. . . no longer will employment assure permanent job security. . . no longer will workers be able to get by without basic computing and other technical skills. Something will have to change.

Our responsibility as educators is to provide leadership to bring about some of those changes. We must begin to make a better connection between what we teach and what students need to work effectively in a rapidly, radically changing world. "As the industrial system of the 1900s disappears and a new global economy emerges, North Carolina will prosper only if our people can compete with any workforce in the world, " concludes the governor's taskforce.

The change I propose here is that we sharpen our focus on what I think of as "information literacy;"--that is, helping students learn to use what they read and what they hear, to become communicators who achieve results, and to use technology to communicate. Here I offer five links to information literacy, five ways to build the skills students must demonstrate in the new workplace.

1. Develop assignments requiring "technical reading." Students in all fields will need to be able to read for information, to read technical materials, and to apply what they

read. Willard Daggert, Director of the International Center for Leadership Education, calls this skill "technical reading"-- one he sees as "critical for 21st century workers," yet "nowhere do we teach it" (Executive Educator, 1994). Is he right? Think about how seldom we require students to read *without* providing them our interpretation of what they are assigned, how non-technical many of our texts are, and the few ways in which we ask students to *use* what they read--not to report what they read or use it to pass a test -- but literally *to use* the information to do something. The new workforce will receive most of their information on-line. Workers will read, interpret, and respond to information, and the result will be integrated instantaneously into the work of other groups. How well can our students do that today? "Something has to change."

2. Use writing assignments to help students "plug in" to information. According to the Harvard Assessment Seminars (1993), "The relationship we found between the amount of writing required for a course and students' level of engagement with it is stronger than any other course characteristic." Design assignments to give students the opportunity to explain, describe, persuade, or instruct you about very specific topics; make them the "subject matter experts" who must prepare information for others to use.

3. Build in assignments that call for students to use technology to locate and communicate information. In *New Work Habits for a Radically Changing World*, Pritchett (1994) provides some perspective on how critical technology has become in managing information: "In 1991, for the first time ever, companies spent more money on computing and communications gear than the combined money spent on industrial, mining, farm, and construction equipment." Few jobs today call for students to communicate without technology.

Where will we be by 2015? Pritchett offers some insight: "Let's say you're going to a party, so you pull out some pocket change and buy a little greeting card that plays "Happy Birthday" when it's opened. After the party, someone casually tosses the card into the trash, throwing away more computer power than existed in the entire world before 1950." Randall Tobias, a former Vice Chairman of AT&T, comments on the pace of change in computer technology: "If we had similar progress in automotive technology, today you could buy a Lexus for about $2. It would travel at the speed of sound, and go about 600 miles on a thimble of gas."

Are our students using technology to communicate? We need to transform this part of our curriculum to prepare them for the ways in which they will communicate. Instead of turning in their papers, they need to be

transferring computer files. Instead of copying assignments from the board, they need to be reading daily postings on electronic bulletin boards [See more suggestions in Don Doucette's article "Transforming Teaching and Learning Using Information Technology" in the Oct/Nov 1994 *Community College Journal*].

4. Give students experience in having others use their writing. In "Remembering Writing, Remembering Reading," a wonderful article in the December 1994 *College Composition and Communication*, Deborah Brandt explores "literacy learning as it has occurred across the twentieth century."

   From her interviews with participants, she concludes that writing "is surrounded by privacy, secrecy, and suspicion." Think again about your students. How many of them write only for your eyes (when required to write) or only for the eyes of a confidante (when moved to write). No one else is supposed to SEE what they write, much less DO anything with it! To develop this link to information literacy, we need to design learning activities that make writing a public activity.

   Peer review is a good way for students to begin to understand writing for purposes beyond an instructor's review. Jan Rehner's new book, *Practical Strategies for Critical Thinking*, suggests that students form "writing partnerships" where they give one another suggestions as READERS: "Here is where you lose me -- how do you get from A to B?" The goal of this and similar approaches is not to co-author the paper, but to give student writers the chance to see the result of their writing.

5. Look for opportunities to generate critical thinking and problem solving. The new workplace will require our students to communicate what they know and what they think they know to others in an organized way. Has our content been too prescribed? Can we encourage critical thinking by focusing more on problem solving in communications? Think of ways in which we could develop information literacy by designing speaking, reading, writing, and thinking activities that call for students to describe the following: 1) What is the problem? 2) What are the alternatives? 3) What are the advantages and disadvantages of each alternative? 4) What is the solution? and 5) How well is the solution working? (Chaffee, 1988).

To succeed in their careers, students must be able *to use information*. Perhaps these ideas will spark ways you can help your students develop information literacy. 2015 is coming fast.

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INCREASE REVENUE AND REDUCE EXPENSES USING CROSS MARKETING

Joseph Ricci
American Society Of Industrial Securities, VA
Michael L. Coe,
McKinley Marketing, Inc., MD

As an association professional you are under growing pressure to increase revenues and to provide more member benefits and services without increasing dues. In today's highly competitive global marketplace this means placing more emphasis on non-dues revenue generators such as educational programs and materials, special projects, affinity programs and more. As your organization's offerings expand, you are asked to do more with limited budgets while increasing return on investment. Fortunately, if your association is like most, it is not maximizing its marketing resources. This presents you with an opportunity.

Implementing the cost-saving approach of cross marketing can play a key role in maximizing your resources and your association's. Cross marketing improves the coordination of communications regarding your association's products and services, allowing you to increase revenues while maintaining or reducing expenses.

What is Cross Marketing?

Cross marketing can be defined as the "promotion of multiple products, services and benefits of membership in single, coordinated efforts aimed at multiple audiences through multiple vehicles." In simpler terms, this means vehicles traditionally reserved for one revenue center in an association, meetings and expositions for example might carry information for another revenue center, perhaps publications, if the audiences are compatible. This shifts the focus of marketing away from the internal divisions of the association toward the external characteristics of your membership and potential customers.

Before examining in more detail the types of cross marketing opportunities that exist for most associations, let us first review the steps for achieving the communications and coordination necessary to develop an effective cross marketing plan.

Steps to Identifying and Implementing Cross Marketing Opportunities

For your cross marketing efforts to have maximum impact, it is

imperative to be systematic in your approach. The following five steps will allow you to develop a complete picture of your association's products and services and identify the communication channels necessary to create a comprehensive Cross marketing plan that best meets the requirements presented by your audience.

- **Compile a list of ALL association products and service**

  This list should include all products and services producing, or having the potential to produce, revenue for the association. Each product or service listing should include information useful in determining the appropriate vehicle(s) for communicating to potential customers. The list can be divided by department, functional areas, or any other segmentation useful for developing internal and external channels of communication, coordination and decision-making.

- **Compile a list of ALL association communications channels/vehicles**

  This list should identify all forms of communication produced by your association and include all applicable audience information and timing. Be sure to include non-traditional marketing channels such as renewal statements, invoices, fax cover sheets, on-line networks and affinity notices and bills.

  Some of the less traditional channels may result in immediate cost savings and increased exposure of any number of products or services. These channels often provide great opportunities for promoting annual events, new products or services or emphasizing particular membership benefits.

- ***Develop a comprehensive production schedule for the vehicles/channels and a preferred schedule for the delivery of promotional materials for the various products and services***

  This process allows you to match-up continuous and semi-annual vehicles/channels, such as invoices, monthly magazines, newsletters, affinity invoices and mailings, with the planned schedule for delivery materials pertaining to specific programs, such as your annual conference or other educational programs, the distribution of your publications catalog and other promotional activities that must reach targeted audiences at specific planned intervals or weeks out from events.

- ***Create composites for each product and service including target audience, message, goal/objective, delivery schedule and budget***

  Create composites of each product and service using information from your existing marketing plan or information gathered from your colleagues. These composites should include the intended audience, potential

new areas for sales growth, the marketing message that should be reflected in the promotional materials, the benefits or characteristics that distinguish your offerings from competitors and the quantity desired for distribution.

- **Integrate the Plan**

  Using the information gathered in the steps above, create integrated profiles of each planned communication with your members and potential customers. These profiles should include a promotional schedule, specific audience demographics and products compatibility with specific vehicles/channels.

  The easiest way to accomplish this is to array the lists and composites in a grid to identify the common audiences, production and delivery schedules. Once you are finished, you will find that you have developed a completely integrated marketing plan, encompassing all products/services and vehicles/channels. This integrated plan will allow you to maximize the marketing resources available to your organization while maintaining or reducing expenses.

"That Might be Great Somewhere Else, but It Won't Work Here!"

Now that you have a fully integrated cross marketing plan all that remains is implementation, right? Maybe not. To gather the information necessary to develop an integrated plan, specific organizational characteristics or elements must be present. And you must overcome the territorialism and personal identification individuals have attached to products and vehicles, including design, content and schedule. These political aspects represent the greatest threat to successful implementation of a cross marketing effort. For success, the following conditions must exist:

A Cooperative Environment Between Departments

It may seem fundamental, but the lack of communication and cooperation between departments is the single biggest barrier in development of cross marketing initiatives. Before you begin the process of gathering information and compiling lists, it is important to recognize that different departments have different goals and often are working with separate revenue and expense streams or budgets. This generally means that little or no incentive exists for interdepartmental cooperation and joint efforts to promote products and services from other departments.

To successfully implement cross marketing you must secure the cooperation and understanding of the process between all departments. This means identifying specific benefits for each department director, and/or staff, as well as the benefits created between departments.

Formal Communications Between Departments

A formal structure of communication and accountability makes interdepartmental cooperation much easier to secure. This means designating an individual(s) to develop the integrated plan and providing them with the responsibility, authority and accountability necessary to ensure the full cooperation of individual. This can be a centralized marketing function, a hybrid marketing function or a special working team.

The optimal environment for implementing cross marketing is an organization where the marketing function has been centralized, where a single department is responsible and accountable for coordinating all the marketing efforts of the organization. The benefits of this situation include standardization of messages and design, a dedicated, responsible professional(s) with the skills and tools necessary to facilitate completion of the planning and an element of continuity that will carry over from year to year.

Now That You Have an Integrated Plan, Here Are Some Examples

Cross marketing can take a variety of forms. The simplest is providing additional check boxes on any response mechanism sent to members or prospects for the customers to request additional information or to purchase a variety of related products. Other examples:

- Use every communication, even fax cover sheets. You can run a monthly special on a selected, general interest publication, placing the response mechanism on association fax cover sheets.

  Each time a fax is sent, this offer is presented to an interested audience without incurring additional expense. This wasted space becomes an instant revenue generator.

- Use all mail going out to your members -- even if its not from you. Distribute information to targeted customers by inserting information in the organizations affinity credit card statements or promotional packages. This saves postage and reminds the member of this additional member benefit.

- Place information or testimonials emphasizing membership benefits in renewal statements, again saving postage and leading to higher retention rates by reinforcing the individual's or corporation's value for their dues dollar. This works particularly well if your can place dollar values on specific benefits, such as magazine subscriptions, free publications distributed to members or valued membership services.

- Gang information in mailings. A prospect list being used to market a seminar series might also be an appropriate target

for an association publication(s).

In most organizations, these products would be promoted separately, wasting resources. Instead they should be cross marketed. This has a dual benefit, saving money by reducing the number of campaigns addressed to overlapping audiences and, perhaps more importantly, it creates synergy between complementary association services where none existed before while providing a more unified overall presentation of the association and its products and services.

TRENDS FOR BUSINESS EDUCATION

Horace Robertson
Business & Marketing Section
North Carolina Workforce Development

Overview

Electronic information systems are revolutionizing transactions for workers and consumers. People must understand how to access, use, and evaluate systems affecting their personal and work life. Business concepts are becoming a new basic for all workers. The people who will thrive will view tomorrow's workplace as a market. Workers therefore view their internal and external clients the same as we have traditionally viewed an independent supplier. Tomorrow's organizations are going to be linked chains of suppliers and customers. Business graduates must have the business skills to serve as suppliers to customers.

Virtual Office

Because of technology, the virtual office may allow future workers to work at home, on the road, or to stop by a traditional cubicle to plug in their laptop. Non-traditional workdays are becoming more common with more than a quarter of the workforce holding part-time or temporary jobs.

- The virtual office is changing the environment in which workers will work in the future.
- Business is "informating" the workplace. Information technology inserts"data" in between the workers and the product. Workers manipulate the data to achieve the work tasks.

Computers

Keyboards are being used to input and manipulate data throughout schools. keyboard are the predominate tool workers use to communicate with computers and to control business processes in all workplaces

- Keyboarding instruction is becoming an essential skill for elementary and middle grade students.
- Computers are textbooks, work tools, and leisure tools of today and tomorrow.
- Business skills are demanded of the majority of workers regardless of the occupation. Most workers use a broad array of fundamental business skills, including keyboarding and computer usage.

International Workplace

The international workplace requires changes in worker, process, and product.

- Successful businesses are having to personalize products and services more.
- Today's technology allows workers to perform office work anywhere in the world yet interact with clients and customers just as if they were in the same building.

Administrative & Management Support Jobs

Administrative and management support occupations are expanding and changing with downsizing.

- Management support occupations will grow from 23% to 37% between 1992 and 2005. Administrative support occupations will grow from 7% to 18% during the same period. Because of downsizing the percentage of administrative support personnel, who are self employed, will double.
- Jobs are being eliminated more rapidly than anytime in history.
- The average company will become smaller, employing fewer people. Businesses with fewer than 100 employees are expected to account for almost two-thirds of new jobs.

Entrepreneurial Opportunities

Entrepreneurial opportunities abound as organizations re-engineer themselves.

- The Small Business Administration in the first 10 months of fiscal year '95 granted 46,800 small business loans, nearly double the 24,200 approved for all of FY '92.
- The percentage of management support personnel who are self employed will more than triple between 1992 and 2005.

Table 1
Implications for Business Education Trends

1. Offer keyboarding as a basic prerequisite skill for all business education courses.
2. Develop keyboarding and computer literacy skills in the 6th and 7th grades.
3. Develop a keyboarding exam to determine students' proficiency.
4. Focus the curriculum, career pathways and texts on business principles and skills rather than preparation for one job.
5. Design the curriculum and identify equipment to prepare students for working in a virtual office.
6. Focus course work systems thinking, TQM, business processes, time management, and leadership skills.
7. Prepare students for entrepreneurship.
8. Implement international business competencies to focus students on the opportunities of conducting business across national boundaries.
9. Integrate world studies with business courses.
10. Include management concepts in all course blueprints to prepare students for increasingly more complex project management.
11. Emphasize the changed role of secretaries in exploring Business and Marketing.

12. Focus instruction on using skills to work in internal or free lance opportunities.

13. Incorporate personal and business finance skills students will use in the emerging economy.

14. Develop/revise blueprints and curriculum guides to include career information searches.

15. Offer a new finance career pathway.

16. Encourage students in the Small Business/Entrepreneurship course to develop business plans for businesses in emerging opportunity niches.

17. Encourage work-based learning experiences for all students.

18. Form partnerships with employers to provide authentic experiences for students.

EMC MIDDLE SCHOOL KEYBOARDING

Jo Ann Sherron
J. Sargeant Reynolds Community College
Richmond, VA

What Is Keyboarding?

Keyboarding is a complex skill made up of finely discriminated movement patterns that depend upon interrelated sensory, perceptual, mental, and motor inputs and outputs which must occur close together in time.

Keyboarding is a psychomotor skill. Its learning and performance involve mental processes as well as finely coordinated muscular movements. Keyboarding consists of making responses to situations or stimuli.

Cumulative skill--if students learn using one or two fingers, these incorrect stroking patterns become habits. Once these incorrect habits are ingrained, they are quite difficult to break.

Why do middle school students need keyboarding?

Virtually all jobs for today's middle school students will require computer skills. A touch keyboarding skill will be a definite asset for employment.

Schools have limited computer labs. Students need to be proficient keyboarders to use the equipment more efficiently. Keyboarding should be taught before or as soon as students begin word processing or other computer-based communication activities.

Students should use the computer to carry out the steps in the writing process. Without adequate keyboarding skills, writing using computers is difficult and time consuming.

Goals Of Middle School Keyboarding

All students will be able to keyboard by touch at a minimum rate of 20-25 words a minute. For one-year courses--a minimum rate of 30-40 words a minute is suggested.

Students will demonstrate appropriate techniques while using the touch method of keyboarding. Students

will be able to use the computer as a writing tool.

Summary Of Related Research And Literature

Without keyboarding instruction, students will keyboard at half the rate (5 wpm) that they write with a pencil (7-10) (Wetzel). The average keyboarding rate of untrained middle school students is 4.5 wpm. (Stoeckner)

Insufficient time allotted to keyboarding instruction will lead to failure to achieve automaticity. For touch keyboarding to be useful, the process must be automatic and students must reach a speed superior to their handwriting speed. (Balajthy)

Students can develop a usable keyboarding skill in approximately 25 hours of instruction (Erickson). Students will regress in their touch keyboarding skills if they do not utilize this new skill at intervals during the rest of the year. Once students reach approximately 20-25 wpm, they retain more of their touch keyboarding skills (Wetzel).

Middle school is an ideal time for effective touch keyboarding instruction. Students at this level can develop a touch skill in a relatively short time and can transfer this skill to language-based activities (Erickson).

Instruction in language-oriented tasks using word processors should follow basic keyboarding instruction. This instruction should be provided by instructors who continue to encourage proper keying skills (Balajthy).

Who Should Teach Middle School Keyboarding?

Business educators who have been trained in the methodology of teaching keyboarding. Business educators/non-business educators in a team teaching situation. Business educators should provide the training in methodology.

Non-business educators must possess a touch keyboarding skill and receive instruction in methodology.

Keyboarding Skill Acquisition Factors

Feedback or knowledge of results is essential for the development of psychomotor skills. Quantitative goals should be individualized. Early errors and awkward techniques should be ignored. Best results are achieved from short class periods of approximately 45 minutes--meeting daily.

Two new keys per lesson seem to be appropriate for this age learner. Text material should allow for early keying of normal prose in word and sentence format.

A speed approach to keyboarding has been shown by research to be superior to an accuracy approach. Accuracy standards should

be introduced gradually. Primary emphasis on accuracy should be delayed until all keys have been learned.

Speed and accuracy should be developed separately. Pacing or speed forcing is desirable for developing speed, improving keying techniques, and decreasing students' dependence on sight.

Correct techniques should be demonstrated and instructors should insist that students use correct techniques.

Suggested Implementation Model For Middle Schools

Less than eighteen weeks of touch keyboarding on alphabet and top-row number keys at a minimum of 20 wpm.

Eighteen weeks include unit on using the word processor. Increase straight-copy skill level to 25-30 wpm. Encourage use of word processor in preparing assignments, reports, term papers, class assignments, and other activities that promote the use of the computer as a communication tool.

Thirty-six weeks introduce more sophisticated document formatting including reports, business letters, and memorandums. Continue emphasis on computer as a communication tool. Increase straight-copy skill level to 30-40 wpm.

TRICKS OF THE TRADE: TEACHING "HANDS-ON" APPLICATIONS OF SOFTWARE

Bonnie Skelton
Radford University, Radford, VA
Debbie Quesenberry
New River Community College, Dublin, VA

Introduction

In the past, many business skills-oriented classes centered around the typewriter and the formatting of business documents. While changes did occur in the business skills subject area, they were gradual. Over time, the equipment advanced from manual typewriters to electric and even memory-based machines. Document formats were revised to reflect a more modern, less formal business environment. Since these changes were gradual, business educators were able to integrate the new technology and document formats into their teaching materials and course plans by making modifications to their existing course materials.

Many of the business skill subjects today center around the use of the microcomputer and applications software. Both microcomputer hardware and software are changing so rapidly that it is a real struggle for business educators to find the time in their already full schedules to keep up with the newest technology and make it available to their students. The changes are so diverse that it is often no longer possible to modify existing course materials. Many changes require existing courses to be completely refocused or new courses added.

With the constant introduction of more sophisticated equipment and more comprehensive software, it has become increasingly important for business educators to help each other. One way that business teachers can do this is by sharing the knowledge and experiences that they have developed from teaching applications software. Some of the areas in which sharing knowledge and experience, or "tricks-of-the-trade," can be very useful are classroom design, instructional ergonomics, and grading/maintenance.

Classroom Design

A well designed classroom can save the instructor time, make the instructor more efficient, help students become more independent, and develop a routine for the class. A few of the items to be considered are listed

below:

- Can every student see the whiteboard and displays? If every student can see the visuals, there will be fewer individual questions.

- What is the student/computer ratio? Ideally, every student should have a computer. If this is not possible, then how many students must share a machine?

  If there are only two or three computers in the room, then placing them close together makes it easier for students to ask each other questions and learn from each other (Ramondetta & Smith, 1993). If three or more students must share a computer, then perhaps team exercises would be more appropriate.

- How will the computers be positioned? The instructor can access students by taking fewer steps if the computers are placed on tables with walking space between them rather than in one long row.

- Is there room for reference materials at each station? Students should be encouraged to search for answers to their questions in manuals and reference books. While it is not always possible to provide a full set of manuals for every computer, it is helpful to place laminated copies of reference materials and basic operating instructions at each workstation (Ramondetta & Smith, 1993).

- Where will the instructor's demonstration computer be located? If possible, position the instructor's workstation at the back of the room so that all computer screens are visible. This saves the instructor steps and encourages students to keep focused on the class material.

- Is there a system available for "signaling" for help? Students need a way to let the instructor know they need help besides relying on the "waving" of a hand. A signal, such as a "Help" sign can be posted at the workstation. This causes less disturbance to the class, and the student in need of assistance can often continue working while waiting for the instructor.

- Is there a clearly defined system for returning graded assignments and collecting incoming work? Valuable class time, and many instructor steps, can be spared by designating a "return and collection" area in the classroom. A table placed in an out-of-the-way location works well. Keep the table supplied with a stapler and pens.

- If students must share machines, how will time be allotted? To provide students with equal computer time, set up a schedule on a magnetic surface.

Create two columns--one labeled "Haven't Used Computer" and the other "Have Used Computer." For each student, glue a cardboard name label to a piece of rubberized magnet. Place the labels on the "Haven't Used" side and have students move their labels as they finish working (Ramondetta & Smith, 1993).

Instructional Ergonomics

Instructional ergonomics can be defined as the science relating to student performance in the classroom and to the student well-being in relation to the assignments, the equipment being used, and the overall classroom environment.

The five elements of good ergonomic job design are variety, identity/importance, autonomy/control, feedback/recognition, and personal growth opportunities. Since skills courses are designed to train students for the job market, a well-planned course should include all of the five elements of good job design (Jillson, 1993). How can the five elements be related to the instructional design of "hands-on" applications of software courses?

- **Variety of Assignments**. Students are more motivated to attend class each day if they can expect variety in their work. Applications software provides plenty of opportunities to add variety to class. John Steffee, (1995), chairperson in the Business/ Technical Department at Robert E. Lee High School in Tyler, Texas, recommends that software be taught using a continuous revolving process. He notes that many students become bored using the same software package week after week. The revolving method provides variety and helps students see how applications software can be integrated to solve problems.

  Other ways of providing variety include inserting "fun and humor" features, such as graphics and cartoons, into regular assignments; adding e-mail applications; sending the class on an Internet scavenger hunt; creating class newsletters and other desktop-publishing applications; spicing up lecture materials with presentation software; and incorporating multi-media (text, graphics, audio, and video) into the course if possible.

- **Identity/Importance**. Students are more motivated if they can see their finished product being put to use.

  Useful applications include:

  - Developing a personal resume
  - Creating a church bulletin
  - Designing and publishing a home page for the Word Wide Web
  - Designing a form to be used by the

instructor or other school personnel
- Setting up a spreadsheet to keep track of class grades
- Designing flyers, newsletters, and other materials for student organizations
- Developing a portfolio of materials that can be used in job hunting and
- Providing services to local businesses and industries.

- **Autonomy/Control.** "Hands-on" applications software courses need to be structured in a way that encourages students to use the software as a tool rather than memorize commands.

  Ways to give students autonomy and control include:
  - Individualizing the course so that each student can work at his/her own pace
  - Allowing students to choose from a selection of assignments
  - Assigning work that gives students an overview of what must be done while allowing the student to make specific decisions
  - Allowing the class, as a group, to help determine the grading scale and
  - If class size permits, allowing students to design a class project that will integrate and reinforce all of the material presented in the course.

- **Feedback/Recognition**. It is human nature for students to want to know how they are doing--and to want to know immediately. When learning a skill, errors need to be corrected immediately; therefore, it is important to return graded papers as soon as possible. Feedback should not only indicate that an error was made, but it should tell why the error was made and what the correct action should have been. Feedback is even more beneficial if it can be given in a "two-way" discussion with each student. A "two-way" discussion provides an opportunity for the instructor to give a student recognition that can't always be communicated on paper.

- **Personal Growth Opportunity**. The role of the instructor in teaching skills classes is to not only disseminate information but to encourage every student to think of applications software as tools that can be used in everyday life. The instructor should encourage students to explore the many ways in which software can be used to make life easier. Every

students needs the basic skills but also should be encouraged to explore beyond the basics. Since students work at different paces, instructors should have a list of suggested activities that allow the more advanced students to grow at their own levels.

Maintenance/Grading

Many business educators are responsible for reporting and/or repairing equipment in the classroom. Caring for the equipment can be a learning experience for students and provide some assistance to the instructor. Assign one or two students as "equipment monitors" and ask them to place "out-of-order" signs on equipment with problems. The signs should indicate the date and problem symptoms. The monitors can then prepare a list of the "out-of-order" machines to give the instructor. In addition, the monitors should be responsible for making sure the printers are filled with paper and all equipment is ready for the next class. Monitor assignment should be rotated throughout the course so that every student has an opportunity to serve.

Grading is another extremely time consuming part of teaching "hands-on" applications software courses. Zane Quible, a professor in the College of Business at Oklahoma State University, lists two alternatives that are designed to reduce and/or eliminate instructor burnout: (1) simplifying grading and (2) reducing the amount of grading without compromising the integrity of the course (Quible, 1993). One way to simplify grading is to make it as objective as possible. The use of a check list makes grading more objective as well as less burdensome. By assigning point values to various errors, students are graded more equitably. Errors can be coded with numbers so that less time is taken up providing student feedback. Student grades can be maintained on a spreadsheet so that determining the final course grade for each student takes little time.

The amount of grading can be reduced by allowing students to review selected assignments for each other, grading assignments for only a certain group of features, selecting random assignments for grading, choosing four or five student papers to anonymously place on overheads and discuss them with the class, and collecting and grading only comprehensive unit assignments rather than daily assignments.

If the classroom is networked, the instructor should take advantage of the networking capabilities to distribute tests and homework assignments. There are many good applications software textbooks on the market that include a wide range of instructional tools. Many hours of preparation time can be saved if the instructor locates a textbook that closely meets the needs of the course.

Conclusion

Now is an exciting and challenging time to be a business educator. By sharing the experiences,

or "tricks-of-the-trade," business instructors can help each other keep up with the demands of teaching "hands-on" applications software courses. Trying new ideas and ways of teaching can add "spice" to the classroom and provide a refreshing change for both students and teacher.

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LOCAL AREA NETWORKS MASTERY OR MYSTERY?

Lorraine G. Stephens

Stephens Educational Consultant Group

Have you have ever found yourself confused by all of the discussions about Local Area Networks? Have you wondered what was so great about sharing peripheral devices, or better yet - what does this really mean? Do you get confused when someone talks to you about the system's memory and your brain somehow translates that to storage space? And just when you finally bluff your way through another response, someone asks if you are using 10BaseT, Thick-net, or Thin-net? The *mystery* of it all is enough to make you feel inept to say the least.

Fear no more. *Local Area Networks, Mastery or Mystery* is a presentation designed to make the person who has little or no network understanding far more comfortable with the topic of local area networks. We will focus on:

- understanding some of the networking terminology
- reviewing the general hardware and software components of a network
- showing some of the options for the ways a network can be designed or configured

Even though our focus will be on local area networks, we will mention wide area networks as a point of discussion.

As we focus on terminology, we'll discuss such terms as:

- workstations
- file servers
- adapter cards
- MAUs
    - NetWare
    - Operating systems
    - Upper memory
    - Token ring
    - Ethernet

But we won't stop here. We'll then examine how to determine your usage needs, and how to make a network function for you.

If you are a teacher who will be conducting training via a network, then you will want an understanding of what installed applications relate to your area, how to access those applications, how to obtain designated student records, and how to use the network to assist in conducting your class (including distributing assignments and exams). You may also want to understand how to determine what teacher productivity

tools are installed and how to use them.

As a person responsible for management of the network your major interest may lie in how to monitor it, install software, manage users, and provide user training.

As a member of the committee that plans for network installation, or the expansion of existing networks, your interests may include having a basic understanding of network configuration options, understanding the pros and cons of each option, and a general understanding of relative cost, or how to determine it. Additionally you are challenged with recommending the configuration of workstations. There are many factors that contribute to that decision. We will highlight the main ones.

This presentation will focus on DOS based applications, DOS systems, and Novell networks. Even though we will not discuss other networking systems, many of the fundamentals apply regardless of the type of network you are using or planning.

Networks are meant to be a mystery; they are meant to be a tool to help you accomplish your tasks. Start now to develop a basic understanding of that invaluable tool and begin your journey on the road to mastery of local area networks.

HOW TO DO BUSINESS IN SOUTHEAST ASIA: CULTURAL DO'S AND DON'TS

Nancy Swisher

ICN Language Services, Raleigh, NC

Why do US companies expect business to boom in Southeast Asia? What do they need to know about the region's culture in order to be successful?

Beginning in 1993, the United States Department of Commerce undertook an initiative to identify markets holding the greatest potential for dramatic increases in US exports and concluded that the greatest commercial opportunities for the future will be found in ten Big Emerging Markets (BEMs): The Chinese Economic Area (including Hong Kong and Taiwan), India, Indonesia, South Korea, Argentina, Brazil, Mexico, Poland, Turkey and South Africa. By 2000, these ten BEMs collectively will be a bigger market than the European Union. By 2010, they will be a bigger market than the EU and Japan combined.

In August, 1995, the US Secretary of Commerce announced that six Southeast Asian countries are being named Big Emerging Markets: Vietnam, Malaysia, Thailand, Brunei, Philippines and Singapore, all members of the Association of Southeast Asian Nations (ASEAN). Indonesia, another ASEAN country, was included in the original list of ten BEMs. These seven ASEAN nations represent a nearly half-trillion-dollar regional economy that is expected to double over the next decade.

Increased exports to the Southeast Asia Big Emerging Markets are key to US competition in the global marketplace and American economic prosperity. As more and more businesses attempt to jump on the BEM bandwagon, some will miss it miserably, because their chief players lack cross-cultural knowledge and skills. Economic globalization, fueled by falling trade barriers, political reorganization, and exploding communications technology, has changed the way we do business. The traditional corporate hierarchy is rapidly evolving into a multinational network spanning great distances and multiple time zones. Modern workers must transcend barriers of languages, cultures, work styles, and professional and personal relationship perspectives. Cross-

cultural and multilingual competencies are essential to success in this radically diverse global marketplace.

It is crucial, then, that cultural competency be recognized as a critical management skill, a prerequisite to global business. In their book, *GlobalWork*, Mary O'Hara-Devereaux and Robert Johansen identify five layers of culture in every society which differentiate and define its members: physical, social, professional, functional and spiritual. Viewing each of these layers through the lens of language, context, time, power/equality, and information flow forms a framework for a systematic attempt to understand differences and commonalities among cultures and to explore business implications in each area. Comprehending the culture of the ASEAN nations through these five filters is a first step toward achieving communication, cooperation, and collaboration with this important emerging market sector.

An understanding of these cultural filters can then be translated into practical "do's and don'ts" to avoid embarrassing business and social *faux-pas* when dealing with our neighbors on the other side of the globe.

MAKING QUALITY HAPPEN IN BUSINESS AND MARKETING EDUCATION

John A. Swope

&

Robert L. Wrisley

East Carolina University

Quality is evidenced by consistency of outcomes, and can be achieved only by making a long-term commitment to customers which involves hands-on leadership, teamwork, seeking continual improvement in all processes, individual achievement, attention to detail, and shared rewards. Business and Marketing teachers can apply elements of quality successfully in the management of their classes, thereby energizing students to perform at higher levels.

Here are six suggestions for making "quality happen in business and marketing programs.

Collaborate with the Business Community, Parents, and School Administrators

The business community must play a part in determining the goals of business and marketing programs. When businesspersons are able to provide input, the programs should be better able to provide students with the tools necessary for successful employment.

Business and marketing teachers should create an open-door policy with parents in which two-way communications will result in a better understanding of program goals and parental expectations. Administrators must be made aware of our program's needs, and the teacher needs to understand how his/her program is an integral part of the total school program.

Suggestions for teachers might include:

- Developing a "shadowing" program within the business community for students in advanced courses.
- Developing partnerships with businesses within the community whereby they send representatives to the classroom to discuss and share their knowledge.
- Using cooperative workplace development training.
- Using your advisory committee.
- Assigning projects to students that involve them in researching business and

marketing procedures of community businesses.
- Maintaining open communications with parents through conferences, open houses, and curriculum fairs.
- Inviting parents to chaperones for field trips and student organization activities.

Reduce Fear in the Classroom

The fear that many students feel in the classroom must be eliminated if appropriate learning is going to take place. When students do not understand the concepts being taught, they need to feel at liberty to ask for additional help from the teacher. Students should feel that they can discuss issues (both curricular and classroom management) freely. It is through these discussions that the students' higher-order thinking skills are developed.

Suggestions for business and marketing teachers might include:

- Discussing rules and seek input from the students for what rules should be established.
- Displaying a positive attitude in which students self-esteem is a priority.
- Developing a team atmosphere in which students feel that they are a contributor to their own development as well as that of other students.
- Being available to students outside regular classroom time.
- Conveying an understanding that it is acceptable to make mistakes.

Create a Community of Learning Which Fosters Collaboration

Teachers in all program areas must collaborate to ensure that students are getting the best education available. No longer can our subjects (or any other subject in the school) be taught isolated from others. In order for students to be successful, they need to be able to apply what they have learned in English, math, and other courses. In addition, students must understand that they are not only responsible for their learning, but they also have responsibility for helping others to learn.

Suggestions for teachers might include:

- Applying cooperative learning techniques.
- Using simulation activities in which student learning activities are interrelated .
- Having "friendly" competition.
- Creating a business advisory council.
- Using student organization projects that bring students, business persons, and community service organizations together.

Help Students Take Pride in Learning

Helping students take pride in what they accomplish is closely related to the concept of reducing fear in the classroom, and to accomplish this, teachers must work toward

helping students become intrinsically motivated. Students cannot produce better work than *the system allows*. Students who feel a part of a learning team develop a special identification with a class and a program. In order to develop this sense of "team," teachers must actively seek to instill opportunities for cooperative learning in the classroom.

Business and marketing teachers could:

- Send completed assignments home, requesting that students explain their work to their parents.
- Display completed projects created by students.
- Use project work in which criteria for evaluation are agreed to by student teams. Specific checkpoints can be identified where students may compare their progress and the quality of their work.
- Have students maintain a portfolio of their work to be shared with prospective employers or other teachers.
- Provide opportunities for students to use their projects to help teach or coach other students.
- Provide opportunities for students to participate in structured co-curricular activities.

Become an Instructional Leader

Most students feel better about themselves when they clearly understand what is expected from them. This requires that a teacher assume an active responsibility for leadership of the learning process, not simply being a passive manager of classroom events. Leadership means that teachers not only teach, but also help students develop a framework of understanding about what they are learning and why. Improvement is a goal toward which everyone works (and for which students and teachers alike feel a sense of ownership).

Suggestions for teachers might include:

- Using cooperative group projects where students must assume responsibility for identifying goals and outcomes, organizing, selecting methods and materials, and managing projects to conclusion. When applicable, projects should be measured against workplace standards.
- Making liberal use of demonstrations and modeling, accompanied by individual and group guided practice.
- Establishing work routines with mutually agreed-to performance and behavior standards and goals.
- Encouraging students who have mastered skills or completed assignments to tutor or work with groups of students on projects.
- Developing assignments that students understand and provide a way for them to continuously monitor their progress and work.

- Providing opportunities for students to apply what they have learned.

Develop a Shared Vision for the Program

Teachers, administrators, students, and the business community must have a shared understanding of what needs to be accomplished by students and the teacher. Activities and opportunities to discover these needs are important and must be fully integrated into the curriculum. Each program, class, and work group must have or establish standards (collectively, whenever possible) by which it operates. Participants should focus work toward the identified goals.

Some suggestions include:

- Developing jointly with students an understanding of workforce and basic skills needs.
- Providing each student an opportunity to assume a work leadership or coordinating role (large or small) during the year.
- Using simulations and workplace examples and activities.
- Providing learning activities that give students an opportunity to explore their interests.
- Organizing the class as a business, incorporating as many of the skills as required to manage the work of the business. This might include developing a vision, goals, objectives, and a plan for accomplishing the goals during the year.

Conclusion

The quest for quality has been sweeping through business organizations for several years. In recent years there has been a call for quality in the educational community, also. This movement within the schools began with the implementation of various elements of quality in the management of schools. The call for quality has now entered the classroom.

Business and marketing teachers must play an active role in the implementation of quality elements in the management of instruction if students are to be prepared for successful entry into the workforce.

TRAINING AND DEVELOPMENT: THE KEY TO PEAK PERFORMANCE

Allen D. Truell

California State University-San Bernardino

During medieval times, craft guilds provided opportunities for apprentices to learn a trade under the guidance of a master (Rae, 1994). Today, training and development programs provide opportunities for employees to prepare for a job under the direction of a trainer. Thus, key to developing a work force which can compete in world-wide markets is the selection of qualified individuals to conduct the training and the avoidance of commonly committed training pitfalls.

Selecting Trainers

Many organizations have limited financial resources; and as a result, those organizations must rely on in-house training of new personnel. Ideally, in-house training would be completed by the head of the organization or the immediate supervisor of the new trainee. If this arrangement is not possible, the next most logical and practical candidate to conduct the training is a person currently performing the duties of the position. A trainer must, however, be selected with care. People with certain personality traits should be avoided as trainers. According to the March 1995 issue of Supervisory Management, The Manager as Trainer: Who Trains the Trainer? employees who exhibit the following personality characteristics should not train new employees:

- Know-it-alls, those who say, "The manual is for morons. Let me show you my way." Not following proper procedure can lead to accidents and wasted materials and supplies. Select an individual who will follow procedure.
- Carefree types, who might tell your new hire, "That procedure is just a needless precaution. We've never had any accidents!" Accidents result in increased insurance costs and lower moral. A person who does not follow safety rules is a person in need of additional training and not someone who should be entrusted to train the new trainee.
- Fast movers, who rush through the training: "Here's how we do step A. Got it? Here's how we do Step B." People learn at different speeds. Trainees exposed to trainers who do not conduct the training within reasonable time frames will only serve to frustrate the learner. Avoid selecting fast movers as trainers.
- Short cutters, who mislead by saying, "The book says you're supposed to rethread the cam toggle. I never do; it just slows me

down." Trainers who do not follow directions only serve to develop the wrong habits in new hires. Do not allow them to train new personnel (pp. 1, 16).

Training Method Shortfalls

The selection of appropriate training methods is as important as the selection of a qualified individual to conduct the training. A list and description of training and development principles commonly abused, left out, or misused follows:

- Goals and targets are not provided. All new personnel are incompetent until trained. A key to building employee confidence is to establish realist production objectives. Workers who are able to continually meet their production goals will gain confidence in their abilities while those employees who fail to achieve the stated production goals may be identified and supplemental training can be provided.
- "Why" was not provided. Trainees need to know why they are doing what they are doing and how the training will benefit them on the job. If trainees are learning a new spreadsheet package, trainees must know how using of this package as well as the specific spreadsheet functions will improve on-the-job performance.
- Emphasis on speed at the beginning. Emphasizing speed increases the traineesÕ anxiety levels. Focus on the positive by praising the trainees. Increased job performance speed will come as confidence builds.
- No trainee involvement. People learn and retain much more by doing than by watching the trainer. Trainees should be involved with as many hands-on job tasks as possible (Broadwell, 1993).
- Do not demonstrate the exercise. Demonstrate the exact behavior that trainees are to exhibit. Avoid the use of shortcuts that will create confusion. If there is more than one procedure to complete a task, select one approach and apply it consistently. When more than one procedure is demonstrated to complete a task, new hires will be confused.

Conclusion

This creation and maintenance of an effective and efficient work force is a vital for organizations remaining competitive in today's global economy (Estrada, 1994). Thus, the concept of training to prepare a qualified work force is not new. Training in medieval times was conducted under the direction of a master crafts person. Today, however, training may be conducted by a skilled employee or supervisor. Regardless of who conducts the training, the trainer is the "key" link in achieving desired targets in the company's work force.

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STRESS MANAGEMENT: SOURCES, SYMPTOMS, AND CURES

Allen D. Truell
California State University-San Bernardino

Introduction

"Stress is what happens when the body does not adjust to some new or additional internal or external stimulus" (Smith, 1994, p. 57). These internal or external stimuli may be in the form of a need to do a job faster or a need to learn new technology. In fact, one leading cause of stress is the workplace. For example, increased global competition, layoffs, rightsizing, and technological advances are just a few of the factors associated with workplace stress (Seaward, 1995). Work-related stress costs organizations millions of dollars each year. Organizational work-related stress is a result of absenteeism and lost or low productivity (Maturi, 1992). Further, medical professionals have reported links between stress and increased cholesterol levels, heart disease, high blood pressure, peptic ulcer, stroke, and weakened immune systems (Fisher, 1992; Greenhalgh, 1993; Nowroozi, 1994). Stress can and does cause problems for the individual workers as well as the organization.

Sources

What are the causes of stress? Any change can cause workplace stress. In recent years, many organizations have gone through one or more major changes. Among these major changes are hostile acquisitions, employee layoffs, and friendly mergers. Each change has resulted in increased levels of stress among employees. Organizations, however, do not need to experience major changes to produce a stressful work environment. Transitions or transfers within an organization create stress--the unknown associated with the new position may generate feelings of insecurity among the employees. Limits on how employees can do their jobs resulting from poor supervision has also been reported to cause stress. Exhaustion resulting from frequent overtime can lead to decreased productivity and higher turnover and absenteeism. Thus, a feeling of inadequacy with advanced technology has also caused work related stress (Reece & Brandt, 1993). Employees who must use a new technology on the job may experience an increased stress level until they become accustomed to using the technology. Additional sources of stress include aging, the family (children and spouse), major life changes (death, divorce, marriage), the physical environment (temperature, noise), and

unrealistic expectations (Capozzoli, 1994).

Symptoms

When stress affects the way people function, a problem has occurred. If people lack the energy to perform job tasks, stress has gotten the best of them. Numerous changes occur when people are experiencing In addition, signs of stress induced anger, anxiety, depression, and physical illnesses may surface among workers (Reece & Brandt, 1993; Smith, 1994).

Cures

Techniques to combat stress have been developed to assist people who are bombarded with stresses at work. A list of suggested stress management techniques follows. The impact of each stress management technique varies with individuals; therefore, individuals will need to discover which strategy or strategies works best for them.

- **Take Care of Yourself.** Plan to enjoy yourself. Schedule a vacation. Get enough sleep so you are ready for the beginning of the day (Capozzoli, 1994).
- **Time Management.** Manage your time wisely. Prioritize tasks that need to be completed. Schedule activities on a daily, weekly, and monthly basis. Delegate responsibility when it is applicable (Capozzoli, 1994; Greenhalgh, 1993).
- **Leisure Time.** Take time to relax and collect your thoughts. Coffee breaks, lunch hours, weekends, and local, state, and national holidays are excellent times to relax and collect your thoughts. Do not work or become involved in stressful activities during leisure time (Capozzoli, 1994; Greenhalgh, 1993).
- **Be Assertive.** Say no! Learn your limits and stay within those limits. Ask for tools that will make your life easier. Do not allow your co-workers to add/place their work into your work basket (Capozzoli, 1994; Greenhalgh, 1993).
- **Exercise.** Physical exercise reduces tension and anxiety as well as strengthen the body. Exercise has distinct advantages--it can (1) lower blood pressure, (2) lower the heart rate, and (3) increase cardiac output. Exercising helps counteract the physiological changes associated with stress (Capozzoli, 1994; Greenhalgh, 1993).

Conclusion

Stress is an evil that affects all employees at some point in time. However, stress is an evil that can be overcome. To overcome stress, employees regardless of job title, need to be aware of the sources and symptoms of stress and deal with then as soon as possible. Thus, managing excessive stress. These changes may be physical, psychological, or both. People who are victims of excessive stress may barely be able to perform job tasks. Job stress may surface as noted by a lack of interest on the part of the employee. Employees may appear tired and have a reduced attention span.

stress benefits both the employee and employer.

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YOU CAN MAKE IT HAPPEN WITH VOICE RECOGNITION TECHNOLOGIES

Ivan Wallace

East Carolina University

It's the start of your work day. You turn on your computer's microphone and quickly dictate an e-mail message to send out on the Internet. Then you switch to a spreadsheet and read aloud this week's sales numbers for analysis. Next, you fill in a form in your company's custom database — without ever touching a keyboard or a mouse. This scenario could be the start of any business professional's work day. Today.

During the 80s and early 90s, graphical user interfaces (GUIs) such as Microsoft's Windows have heralded new uses for microcomputers in the business world when desktop publishing and presentation applications software emerged to complement the standard business applications of word processing, spreadsheets, databases, and telecommunications. As a result this phenomenal development, new peripheral devices such as CD-ROMs and sound cards emerged to place multimedia and virtual reality at our fingertips. Along with this proliferation of new applications for the personal computer, the technology of voice recognition has leaped forward at a far greater pace than anyone could have ever imagined or predicted. Consequently, it is time to bring voice recognition technologies into the business education classroom.

Although it has been predicted that voice recognition would not be advanced to the state that it would be practical for real world applications until well into the year 2000, voice technologies have already been perfected to the extent that they are very much a reality of the 90s. As with many other inventions that now benefit the population in general, voice recognition was pioneered primarily as a tool to assist physically challenged individuals with the information input process. Consequently, with the limited market for which it was initially developed, voice recognition was extremely expensive. In 1992, for example, the requisite software and sound card necessary to add voice recognition features to a standard computer were approximately $5000.

Today that same technology can be purchased for $700. This is possible because sound cards have become a common part of most

computers and as more and more people discover the practicality of voice recognition, the market expands. Consequently, the prices keep falling in response to the law of supply and demand. Within a few years voice recognition add-on capabilities will cost no more than a CD player does today.

While many people believe that voice recognition is somewhat futuristic, the reality is that it is here today and business education has the responsibility of integrating the technology into the curriculum. In fact, it is a fair assessment that keyboarding courses will be replaced with voice-recognition courses within the next decade. While this statement may seem unbelievable to many business educators, a Pentium™ computer equipped with voice recognition software now makes it possible for users to achieve input speeds in the 40-60 wpm range in far less time than a person can develop comparable keyboarding skills. Then when the added advantages of correct spelling, ease of use, and practicality are considered, traditional keyboard entry clearly can't compete.

Some of the ways that voice recognition systems assist professionals to be more productive are as follows:

- Lawyers use voice recognition to create legal documents and reduce support costs.
- Doctors quickly enter and verify reports on their screen and transfer the information into the records system. No transcription is required.
- Business professionals create E-mail and confidential correspondence from start to finish, without relying on others.
- Designers and users of CAD/CAM packages enter commands without lifting their hands off of the mouse.
- Writers and journalists minimize the repetitive motions that come from extensive keyboard and mouse use.

How Voice Recognition Works

Voice systems are characterized as being *speaker independent* or *speaker dependent* with *discrete* or *continuous* recognition capabilities. Speaker independent systems require no training and can recognize any user's voice while speaker dependent systems require training by a user. As the user trains the system, a profile file is created that is unique for each user. Discrete systems require the user to pause between each spoken utterance

(word) whereas continuous systems allow the user to speak in a natural speech pattern. In reality, most systems are actually combinations of all of these features. As technology advances, newer versions of the software transforms discrete systems into more continuous systems and speaker dependent systems into more speaker independent systems.

The systems listen to what the user has to say. Speech is analyzed using both an "acoustic model" and a "language model." The "acoustic model" is based on speech samples collected from thousands of people. Sophisticated mathematical algorithms are used to compare the user's speech to the appropriate model. The result is the best acoustic word match and a short list of alternates. The "language model" is based on the analysis of how words are used in thousands of documents. The model predicts word usage to find an even better match and is designed so that the systems can actually distinguish between words that sound alike, such as "to", "two", "too" and "2".

The high-end voice recognition systems use spelling, acoustic and language information for the 120,000 words and names that people are most likely to use in day-to-day tasks.

Additional words may be added just by using them and spelling them once. The systems automatically remember the spelling, acoustics and language usage. In addition, voice macros allow the user to create short phrases that will automatically expand into paragraphs or commands. Several voice recognition systems already contain more than 4,500 macros for leading software products. In addition, users can easily define their own.

Voice Recognition Hardware and Software

Like most computer technologies, voice recognition requires both a hardware component and a software component. Voice recognition software consists of two performance levels, (1) voice commands or *navigation* and (2) total *speech-to-text* input. The first, voice commands, is relative inexpensive and limited. Basically, voice command systems allow the user to dictate basic editing and navigating commands to the systems such as "close," "file open," "print," "bold," "single space," etc. with replace traditional mouse clicks or responses. The second, true speech-to-text voice recognition, actually replaces keyboard input with spoken words, resulting in text documents, spreadsheets, databases, and other files that previously have been a result of data entry from the keyboard.

Voice command software is relatively inexpensive because of the limited use of voice navigation. One of the most prevalent voice command systems is Microsoft Sound System. The Microsoft Sound System works with existing sound cards such as SoundBlaster. This software also provides Quick Recorder, Music Box, Sound Recorder, and spreadsheet Proof Reader applications in addition

to the Voice Pilot feature that facilitates voice navigating. Consequently, The Sound System can provide many enriching activities to any business education classroom.

Many computer manufacturers are now shipping the sound card features as part of a business computer system. Some of the computers are even being manufactured with a proprietary chip on the mother board that is dedicated to the voice command tasks. Since voice command systems are less resource intensive than true speech-to-text systems, they can be used with computers having 8 MB or less of RAM memory.

Since true speech-to-text systems enable the user to freely dictate documents in addition to navigation, hardware requirements include a 486 or Pentium™ computer with 16 MB of RAM, a generous amount of hard disk space (500 MB or better), and an industry-standard 16-bit sound card such as SoundBlaster, Microsoft Sound System, Media Vision Pro Audio Studio 16, or IBM M-ACPA. Presently there are three software packages in this category that are available: They are Dragon Dictate 2.0, IBM VoiceType Dictation, and Kurzweil Voice for Windows. Features of each of the systems are as follows:

Dragon Dictate 2.0

Version 2.0 of Dragon Dictate is advertised as being speaker independent and continuous. DragonDictate offers a choice of editions, professional modules, and language versions. They are described as follows:

- Power Edition -- If maximum performance and a wide vocabulary are essential, the Power Edition is recommended. It is the ideal choice for writers and journalists. Power Edition comes with a 120,000 word on-disk dictionary of spelling, acoustical and language usage information. The 60,000 most used words are kept in RAM as the "active vocabulary" for fastest access.

- Classic Edition -- This very popular edition is ideal for professionals and executives who work with a variety of subjects. It has a 120,000 word on-disk dictionary. 30,000 words are kept "active" in RAM for fast access on many topics.

- Personal Edition -- The most economical package is ideal for users who create many documents on a particular topic. It has a 120,000 word on-disk dictionary with 10,000 words in RAM.

- DragonPro™ Series -- This edition has special modules for medical, legal, business and other professions. It provides additional words that these professionals use.

- Dragon International Series -- DragonDictate is also available in British English, French, German, Italian, Spanish and Swedish.

Dragon system requirements include:

- 486/66 MHz IBM-compatible PC. Pentium™ recommended.
- Industry-standard 16-bit sound card or built-in audio systems on desktops and portables, including the SoundBlaster 16.
- Memory requirements for the Dragon systems are as follow: Personal and Classic Editions: 16MB, with 12MB dedicated Power Edition: 20MB, with 16MB dedicated

DragonDictate supports the following applications: Microsoft® Office™ (Word for Windows, Excel, PowerPoint™); Novell® Perfect Office™ (WordPerfect®, Quattro® Pro, Presentations™, GroupWise™, InfoCentral™); Lotus® SmartSuite™ (AmiPro™, 1-2-3®, Freelance®, Organizer™).

IBM VoiceType Dictation

IBM VOICE TYPE DICTATION is a speaker independent, discrete speech dictation system with navigation. Navigation does not require setup, most applications are automatically speech enabled by dynamic control analysis. Dictation averages 70 WPM with 95% accuracy and uses statistical trigram modeling. The base system is 22K words. The following additional specialized vocabularies are available: US: Legal, Emergency Medicine, Radiology and Journalism, UK: Legal, and IT: Radiology

Kurzweil Voice for Windows

Kurzweil Voice is the award-winning voice recognition system for Windows that works with just about any Windows application. In addition to word-processing, you can enter data into a spreadsheet, develop presentation, update databases and formulate e-mail messages. It features a 60,000- or 30,000-word active vocabulary. It has online knowledge, including acoustic recognition models and spellings, for a total of 200,000 words.

Conclusion

In preparing office professionals for the workforce of today, it is essential that business educators investigate voice recognition systems and integrate voice technologies into the business education curriculum. While true speech-to-text systems are still quite expensive and require high-end hardware support, it is possible to use voice command or navigation systems with existing hardware that have sound cards. It is important that teachers begin addressing this exciting technology so that tomorrow's students will truly be aware of the technology that they will be expected to use in the modern office.

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MAKIN' IT HAPPEN THROUGH SERVICE LEARNING IN TEACHER EDUCATION

Randall Wells, John Fischetti, & Allan Dittmer
University Of Louisville

A good school makes sure its students are legitimately needed. It can do this through formal programs of community service....It is not simply another program, an option alternative....It fills the center of the school's operation; it is a habit for that school. The school that makes this habit an absolute expectation teaches well (Sizer, 1992).

Theoretical Framework

Teacher educators are increasingly immersing students in service learning projects as part of evolving partnerships among schools, universities, and the community. In 1992, the Secondary Education Department at the University of Louisville began piloting a 20-hour service learning requirement in an Introduction to Education class taught at a professional development school site.

The overriding purpose of this component of the course is to help prospective teachers understand the complex lives of the students they will teach. Our belief is that service learning is an excellent vehicle for exposing pre-service teachers to their community, particularly to the out-of-school lives of young people, while also providing worthwhile support to the school and community agencies these teachers will ultimately serve. By working with high school students in informal educational settings, the new teachers establish relationships with children whose backgrounds may be completely different from their own. The service learning component helps teachers recognize they can make service projects part of their teaching and involve their students in the community.

The instructors in Introduction to Education allow the students to select their service learning project from those presented in site-based courses located in area high schools or from a list generated by class members. Students are asked to keep a journal during their project work and to make periodic reports to the class about how their project is progressing.

Methods/Data Source

This presentation will report the results of student reflections about their service learning project and the impact they feel the experience has had on their teaching and on their relationships with students. Education students completing student teaching in May 1994 who participated in service learning projects beginning with the summer

term of 1992 were surveyed and interviewed. The survey questioned students on the number of hours they worked, the benefits they received, whether their involvement has continued with the project or in some other service learning area, how the service learning affected their teaching and interactions with students, and whether they would continue service learning work and incorporate it in their teaching. A sample of the respondents were interviewed on videotape and a different sample supplemented information through in-person or telephone interviews. The data source is a sample of the 100 new teachers who completed their certification program in 1994.

Results

The service learning projects chosen by the students varied. Some pre-service students worked in Youth Services Centers in the public high schools, while others staffed special parent information phone lines for high schools, surveyed housing and living conditions in some of the more impoverished areas of Louisville's inner-city, tutored parents in GED programs, or served in recreational or environmental education activities. The nature of each project may have determined to some extent how much a student gained from the experience. For instance, candidates who chose to be tutors in their own neighborhoods did not have the broad exposure to students from other socioeconomic backgrounds or cultures. By contrast, those who assisted in public schools, special programs for at-risk kids, or homeless shelters were exposed, many for the first time, to families in poverty and crisis and for whom education was not a priority. As Joe Stewart, a secondary social studies major who spent one summer tutoring in an inner-city elementary school program for at-risk students, observed:

Many of the students had serious problems outside the class. They came from single parent homes who were struggling to feed their families.

These students came to school hungry, in need of a bath and decent clothes....We found it was just as essential meeting the physical needs of the student. It was very much a situation of 'first things first.' If a child is hungry, tired or abused physically, mentally or other ways, it makes their learning difficult, if not impossible.

Stewart's impressions were echoed by many of the respondents who said the service learning projects allowed them a first-hand look at the aspects of students' lives that they would not learn about any other way.

In addition to an exposure to students outside the classroom, many of the pre-service teachers said the service learning project provided them opportunities to learn how to establish relationships with students. Several pre-service teachers tutored at a high school Youth Services Center satellite location in a housing project across town from the school the students attended. One pre-service teacher said the project immersed him in an at-risk atmosphere practically at the students' front doors. He said working in the neighborhood heightened his

awareness of the problems and conditions that impinge upon teenagers as much if not more than academics.

All but two of the two dozen pre-service teachers responding to the survey found something beneficial about their service learning project. The majority of the respondents described their experiences as valuable exposure to students and communities they may have only heard about in the past but never experienced first hand. For some students, the service learning experience influenced their decisions about other areas of certification. A business education student decided to obtain additional certification in learning disabilities largely because of the success and fulfillment he enjoyed as a result of tutoring middle school students diagnosed with learning and behavioral disorders. Greg Collins said he learned that labels such as BD and LBD are inaccurate predictors when it comes to a child's capacity for learning. Greg felt the BD kids are actually smart kids who are having trouble with their behavior.

The majority of the respondents said their service learning experience helped them approach student teaching with a better understanding of students. Additionally, two pre-service teachers used their student teaching or substitute teaching as opportunities to incorporate service learning in their classes. Professional representatives of the community agencies involved in the pre-service work stressed the critical need for prospective teachers to have a real-life experience with children whose lives are complicated by broader issues than school.

Summary

This research indicates that the twenty-hour service learning component of the Introduction to Education class does indeed aid prospective teachers in understanding the complex lives of their future students. In addition, the service requirement helps future teachers make links with service agencies and promote an integration of student, school, and community.

DEVELOPING AND PROJECTING A PROFESSIONAL BUSINESS IMAGE

Edward W. Wheatley
East Carolina University

Introduction

The objective of this paper is to sensitize the marketing educator to the symbolism of image prevalent in modern American business culture so that 1) faculty can better prepare students concerning image expectations of employers, and 2) faculty and administrators can employ image development and projection strategies in their own relationships. The space limitations of the conference proceedings do not permit a detailed treatment of the topic. The major areas of interest will be presented in summary form.

Image & Its Characteristics

Image is the way in which the public defines and describes us. It is the public's concept of us based on their norms and perceptions. Image descriptions often have two components: functional/tangible and emotional/intangible. For example, we might describe someone as a an up-to-date user of educational technology (functional/tangible) but difficult to work with (emotional/intangible). The following are key image characteristics: 1) everyone projects an image; 2) image may be perceived at the conscious or subconscious level; 3) image is cue triggered and reinforced; 4) cues have an additive effect; and 5) cues may produce a halo or reverse halo effect.

The use of image as a self-marketing professional development skill usually takes one of three forms: 1) the default approach - here one ignores the image dimension of their professional relations allowing career publics to define their image; 2) the inconsistent approach-image cues are appropriately managed some of the time and are ignored at others. The result is image confusion and loss of image as a powerful professional development tool; and 3) the appropriate and consistent management of image cues resulting in the projection of a positive and powerful professional image. The third approach is recommended.

Image Cues

Five major components of our personal and professional behavior communicate powerful image cues. These cues are: 1) physical, 2) costuming, 3) work place atmospherics, 4) work style, and 5) attitude. The following outline highlights some of the factors which can be managed to develop and project a more consistent and positive professional image.

Physical

- *Configuration* -- Everyone has a different physical configuration. Physical cues can have a high impact on image perception. Being aware of your individual body size and shape allows you to groom, dress, and accessorize in a complementary way.

- *Grooming* -- Business norms are centered around conservative and understated grooming. Shorter hair, minimal use of jewelry, care in the application of perfume or after shave, and special attention to clean hands and short nails are recommended. The fashion and entertainment industries allow for exceptions to these norms.

- *General Health*-Business schedules can be demanding requiring travel, late hours, and irregular eating patterns. Stress is often part of the environment. Careful management of diet, exercise, weight, stress and rest are essential to ensure energy and vitality. Regular physical exams are a must. You are your most important business asset.

- *Habits and Distracters* -- Toe tapping, knee shaking, key or change rattling, tie twisting, chin stroking are examples of habits which detract from your professional image.

Costuming

- *"Well Dressed"* -- In a business environment to be well dressed is to be appropriately dressed. Study the dress norms of the organization you are joining. Dress to the existing norms. When in doubt concerning appropriate attire, accessories, or make-up, always make the conservative choice.

- *Quality* -- Invest in yourself. Do not skimp on personal attire. Better to purchase one $200 outfit than three $65 outfits. Quality clothes look good all day; they fit, clean, and travel well. Quality sends a message about your self perception.

- *WCS and Image Wear* -- If you are not sure what to buy you can hire a WC (wardrobe consultant) to shop with you. You can also visit a quality specialty store and seek consultation from experienced sales professionals. Some firms, especially professional firms, have formal or unwritten dress codes. Strict guidelines govern what associates are expected to wear. In some non-professional firms clothing is provided to staff in an effort to project the appropriate image.

- *Wardrobe Plan*-Developing and implementing a wardrobe plan can help ensure that purchases are made which result in the acquisition of a consistently appropriate professional wardrobe over time.

Atmospherics -- Your Workspace

- *Atmospherics* -- There are several image cues communicated by your physical workspace. These include the location of your office, office design, decor, use of color, space, lighting and sound control and techniques used to personalize the work space. Crowded cluttered offices project disorganization and a reactive management style. A well-organized office with careful management of space projects a positive in-control management image.

Work Style

- Time Management is a key element. Careful regard for your time and the time of others is best controlled by the development and observance of written weekly action plans, meeting or beating deadlines; and being prepared in advance for all staff meetings.

- Being flexible is also important as circumstances change.

- Becoming an active listener as well as a trusted confident and

mentor are desirable objectives.

- Openness, on-task behavior, and a team orientation are valued attributes.

Attitude

- Being identified as a positive supportive colleague is critical. Negativism quickly removes you from management's perceived set of future leaders. Regardless of your private feelings do not personalize criticisms of your views or behavior.

Action Recommendations

To make the power of image work for you consider the following actions:

- Become more sensitive to your own behavior. Think about the effect you have on others.

- Seek and carefully consider objective critique of the image cues you project. Friends, co-workers, mentors and managers may be willing to give you input. Don't personalize critique...learn from it.

- Read at least one personal development "self help" book a year. Books dealing with topics like health, developing a positive attitude, managing stress, time management, career planning, and working with people are examples.

- Purchase or rent audio and video tapes on personal and career development topics.

- Participate in career development seminars.

- Learn to dress for success by purchasing the book of the same name. Develop a personal wardrobe plan. View videos and attend seminars on professional dress and business etiquette.

- Enroll in Dale Carnegie type short courses to enhance speaking and presentation abilities.

- Get up to speed with desk-top publishing and computer graphics to enhance the visual quality and impact of written communications and presentations.

Conclusion

Developing and projecting a positive professional image isn't taught as part of the business education curriculum. Business organizations seldom provide any training in how to create this important career asset. It is up to each of us to develop, project and enhance our business image. Audit your image by reviewing the physical, costuming, atmospherics, work style and attitude cues you communicate to your public every day. A positive professional image is a career asset worth developing.

CONNECTED IN BUSINESS EDUCATION

Patricia I. Wilson

Alabama A&M University

By the fall of 1995, the time had come for Alabama A & M University business education students to become a part of the information explosion by joining the thousands of others on the information super highway. A & M University is still in the early stages of getting the campus "wired" for access to the Internet. A project was undertaken in BED 527 *Improvement of Instruction in Information Processing*. Many of the public schools are providing access to the Internet or are exploring ways to do so. In order for the road to the Internet to be successful, teachers must buy into the idea and find ways to use it in their classes. This project was an attempt to introduce students to the Internet and to develop some strategies for use in business education classes.

Of the fourteen students in the class, five were teachers in the public schools and nine were students in a graduate program to obtain initial certification with their master's degree. At the beginning of the project, only one student in the class was aware of access to the Internet from her school and none of the students had a computer at home from which they were able to dial-up to the Internet. During the course of the semester, one additional teacher discovered that Internet access was available from her school and that some students were already taking advantage of it. At least one person purchased a home computer.

To implement the project, students were assigned E-mail addresses through the computer center and participated in a two-hour workshop which instructed them in how to logon to the Internet and how to access the E-mail function. I then set up a distribution list for sending messages to all the students at the same time was then set up. Throughout the semester, assignments

were made to students through their E-mail addresses to which they were to respond electronically. They were also instructed in etiquette, rules for behavior on the Internet.

Since this was a graduate class, at the beginning of the semester students were given a list of topics from which to choose for a research paper. One of the first E-mail assignments was to send a message to the instructor with a selected research paper topic. During the semester, they were to use the computer to find information on their research topics. Telnet, Gopher, and FTP (File Transfer Protocol) were used for this activity. Telnet is a program that allows users on one computer to log into and access services on a remote computer on the Internet. Gopher is a menu-oriented system that gives access to documents, files, and other Internet services. FTP is a program that allows one to establish an interactive file transfer session with a remote computer system on the Internet.

Access to the Internet also provides access to the online catalog at the University library. Students were instructed, through E-mail, to find resources for their research topics through the University online catalog.

So that students could practice using the Internet and develop strategies that they might use in their classrooms, they were instructed to set up a distribution list with the addresses of each student in the class. Assigned readings of current articles were also a requirement for this class. As a way to share the information from these articles, students sent a brief summary of their readings to each of their classmates.

While surfing the Internet through InterNIC (Ackerman, 1995), a very useful source called the "Scout Report" was discovered. The InterNIC is a creation of the National Science Foundation to provide directory and database services. The report is sent to subscribers each week. The owner of the list scouts out interesting Internet sites and posts them to the list. The sites are FTP, gopher, and WWW (World-Wide Web) sites. The method of subscribing to the list is the same as subscribing to a listserve. A listserve is a mailing list server that manages multiple discussion groups. Students were instructed to subscribe to this list and to access some of the sites that were of interest to them.

The terminals that the students were able to use were not equipped with World-Wide Web browsers. The WWW uses a graphical user interface similar to Windows. The "Web" is based on a technology called hypertext which provides an intuitive method to browse and explore topics of interest (Sanford, 1995). In order to access the World-Wide Web, therefore, you must have a browser. "Lynx" is a screen mode browser that

can be used to access WWW sites without the graphics. Students were instructed to Telnet to a site with a Lynx browser (inform@umd.edu) and find for example: a Reuther's news service story, search for financial aid, and find museums in Washington, D.C.

The power of the Internet lies in being able to communicate with anyone, anywhere in the world that is connected to the Internet. An attempt was made in this project, to connect students from this class with students from other universities. As this connection was made late in the semester, the full impact of this type of activity was not realized.

At the conclusion of the project, students were asked to suggest strategies that could be used in business education classes that would include the Internet in the business education curriculum.

Conclusion

The success of this project was in the ability to get business education students and teachers interested in and involved in the Internet. The explosion of home pages and World-Wide Web sites for business purposes makes it incumbent upon us as business educators to be active participants in the information super highway.

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